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ABSTRACT

This book of resources for autistic children in New Jersey is designed to be used by parents and professionals alike. The first section describes autism and provides a fact sheet, a chart illustrating signs and an explanation of diagnostic criteria. The second section describes the state's service system, with names of written service plans, explanation of types and responsibilities of service coordinators, and guidelines for service application. The third chapter offers a summary of program requirements and state task force guidelines for program selection. The fourth and longest chapter lists and describes 27 programs designed specifically to meet the needs of autistic persons, 54 early intervention programs, 11 regional day schools, 22 day training centers, 35 sheltered workshop programs, and 8 work training programs. The fifth chapter focuses on medical information and offers tips for general preparation for visits to a doctor. A discussion of Supplementary Security Income and Medicaid follows. The last two sections cover the individual's rights and the laws guaranteeing them, including guardianship and estate planning. (PB)

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A RESOURCE DIRECTORY FOR INDIVIDUALS WITH AUTISM IN NEW JERSEY

Autism Outreach Project
Sponsored By
DIVISION OF DEVELOPMENTAL DISABILITIES,
NEW JERSEY DEPARTMENT OF
HUMAN SERVICES

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EC230083

Foreword:

The Autism Outreach Project is pleased to present "A Resource Directory For Individuals with Autism in New Jersey." This directory provides a comprehensive guide to NJ Services along with other pertinent information. We wish to thank those individuals and agencies who responded to our statewide survey, providing us with a wealth of information.

This directory was designed to be used by parents and professionals alike, as all of us strive to ensure appropriate, accessible and timely services for our special NJ residents.

September, 1985

Kathleen Meyers

Kathleen Meyers, M.S.
Outreach Coordinator at
The Bancroft School

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Outreach Coordinator at
COSAC

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Description of the Syndrome of Autism

Autism Fact Sheet

- Autism Is A Lifelong Developmental Disability
- Autism Usually Appears During The First Three Years Of Life
- Autism Is Defined And Diagnosed Behaviorally
- Developmental And Symptom Patterns Among Individuals With Autism Can Be Quite Variable
- Symptoms Of Autism Fall Into 4 Categories Of Behavior:
  - Disturbances in the rate and appearance of physical, social and language skills
  - Abnormal or unusual responses to sensory stimuli
  - Abnormal ways of relating to people, objects or events
  - Severely impaired language acquisition and comprehension
- Autism Is 4 Times More Common In Males Than Females
- Autism Affects 5 To 15 Of Every 10,000 Births
- Autism Is Found Throughout The World In Families Of All Racial, Ethnic And Social Backgrounds
- The Cause Of Autism Is Not Known; However, There Is Much Support That Autism Is A Biologically Based Disorder
- No Known Factors In The Psychological Environment Of A Child Have Been Shown To Cause Autism
- About A Third Of All Individuals With Autism Develop Seizures
- IQ Testing Shows That 60% Of Individuals With Autism Have Scores Below 50, 20% Between 50 and 70, and 20% Greater Than 70
- Many Individuals With Autism Have Distinct Skills (Splinter Skills) In Some Areas (Many Times In Music, Mathematics, Mechanical, Using Spatial Concepts) But Perform Very Poorly In Other Areas
- Autism Is TREATABLE – Early Diagnosis and *Appropriate* Intervention Are Vital To The Future Development Of The Child
- Highly Structured, Skill-Oriented Data-Based Teaching And Treatment Programs, Based Upon The Principles Of Applied Behavior Analysis Are The Most Effective In Improving The Skills And Behavior Of Individuals With Autism. Such Training Must Be Tailored To The Specific Needs Of The Individual, And Must Be Delivered In A Comprehensive, Consistent, Systematic And Coordinated Manner
- Individuals With Autism Live Through A Normal Life Span

Signs and Symptoms of Autism

The following chart, developed by the National Society for Children and Adults with Autism (NSAC), visually portrays the more important signs and symptoms of autism. If a child exhibits 7 or more of these behaviors and if the behavior is constant and age inappropriate, further evaluation is recommended.

National Society for Children and Adults with Autism
Definition of the Syndrome of Autism*

ESSENTIAL FEATURES: Autism is a behaviorally defined syndrome. The essential features are typically manifested prior to 30 months of age and include:

(1) Disturbances of developmental rates and sequences. Normal coordination of the three developmental pathways (motor, social-adaptive, cognitive) is disrupted. Delays, arrests, and/or regressions occur among or within one or more of the pathways:

(a) within the motor pathway: for example, gross motor milestones may be normal, while fine motor milestones are delayed;

(b) between pathways: for example, motor milestones may be normal, while social-adaptive and cognitive are delayed;

(c) arrests, delays, and regressions: for example, motor development may be normal until age 2 when walking stops; some cognitive skills may develop at expected times, while others are delayed or absent; imitative behavior and/or speech may be delayed in onset until age 3, followed by rapid acquisition to expected developmental level.

(2) Disturbances of responses to sensory stimuli. There may be generalized hyperreactivity or hyporeactivity, and alternation of these two states over periods ranging from hours to months. For example:

(a) visual symptoms: these may be close scrutiny of visual details, apparent nonuse of eye contact, staring, prolonged regarding of hands or objects, attention to changing levels of illumination;

(b) auditory symptoms: these may be close attention to self-induced sounds, nonresponse, or overresponse to varying levels of sound;

(c) tactile symptoms: these may be over- or under-response to touch, pain, and temperatures, prolonged rubbing of surfaces, and sensitivity to food textures;

(d) vestibular symptoms: these may be over- or under-reactions to gravity stimuli, whirling without dizziness, and preoccupation with spinning objects;

(e) olfactory and gustatory symptoms: these may be repetitive sniffing, specific food preferences, and licking of inedible objects;

(f) proprioceptive symptoms: these may be posturing, darting-lunging movements, hand flapping, gesticulations and grimaces.

(3) Disturbances of speech, language-cognition, and nonverbal communication. Symptoms may include:

(a) speech: for example, mutism, delayed onset, immature syntax and articulation, modulated but immature inflections;

(b) language-cognition; for example, absent or limited symbolic capacity, specific cognitive capacities such as rote memory and visual-spatial relations intact with failure to develop the use of abstract terms, concepts, and reasoning; immediate, delayed, negative echolalia with or without communicative intent; non-logical use of concepts; neologisms;

(c) nonverbal communication: for example, absence or delayed development of appropriate gestures, dissociation of gestures from language, and failure to assign symbolic meaning to gestures.

**This definition has been adopted by the New Jersey Department of Human Services*

(4) Disturbances of the capacity to relate appropriately to people, events, and objects, manifested by failure to develop appropriate responsivity to people and assignment of appropriate symbolic meaning to objects. For example:

(a) people: absence, arrests and/or delays of smiling response, stranger anxiety, anticipatory response to gestures, playing "peek-a-boo," playing "patty-cake," and waving "bye-bye," reciprocal use of eye contact and facial responsivity, and appropriate reciprocal responsiveness to physical contact; failure to develop a relationship with significant caretakers or excessive reliance on caretakers. For example, caretakers may be treated indifferently, interchangeably, with only mechanical clinging, or with panic on separation. Cooperative play and friendships (usually appearing between 2 and 4) may not develop. Expected responses to adults and peers (usually appearing between 5 and 7) may develop, but are superficial, immature, and only in response to strong social cues;

(b) objects: absent, arrested and/or delayed capacities to utilize objects and/or toys in an age-appropriate manner and/or to assign them symbolic and/or thematic meaning. Objects are often used in idiosyncratic, stereotypic and/or perseverative ways. Interference with this use of objects often results in expressions of discomfort and/or panic;

(c) events: there may be a particular awareness of the sequence of events and disruption of this sequence may result in expressions of discomfort and/or panic.

A Synopsis of Information Relating to the Syndrome of Autism

I. ASSOCIATED FEATURES:

Associated clinical features vary with age and include other disturbances of thought, mood, and behavior. Mood may be labile; crying may be unexplained or inconsolable; there may be giggling or laughing without identifiable stimuli. Delusions and hallucinatory experiences have been reported. There may be a lack of appreciation of real dangers, such as moving vehicles and heights as well as inappropriate fears. Self-injurious behaviors, such as hair pulling and hitting or biting parts of the body, may be present and stereotypic and repetitive movements of limbs or the entire body are common.

Current research estimates are that approximately 60% of autistic children have measured IQ's below 50; 20% between 50-70; and 20% of 70 or more. The majority show extreme variability of intellectual functioning on formal IQ testing. They perform poorest on tasks requiring abstract thought, symbolism or sequential logic, and best on those assessing manipulative or visual-spatial skills and rote memory.

Recent studies indicate that the incidence of EEG abnormalities increases with age as does the possible onset of seizures.

II. IMPAIRMENT:

The syndrome is severely incapacitating. Periodic medical, neurological, psychological, educational and behavioral reassessments are necessary. One must monitor the course of the syndrome to keep treatment planning apace with physiological and behavioral changes. Special educational facilities are almost always required. Behaviorally structured, functional, individualized programs have been demonstrated to be most helpful. Counseling families regarding total living planning is often desirable. Individual supportive psychotherapy and symptomatically targeted pharmacologic therapy may enhance social-adaptive functioning in selected per-

sons. The severe form of the syndrome may include the most extreme forms of self-injurious, repetitive, highly unusual and aggressive behaviors. Such behaviors may be persistent and highly resistant to change, often requiring unique management, treatment, or teaching strategies.

III. AGE OF ONSET:

The exact age of onset is unknown, but symptoms have been reported and observed during the first months of life. Families may be unaware of early symptoms until the child fails to pass major developmental milestones (i.e., onset of walking, speech, socialization with peers). They may then date the onset of the syndrome to these missed milestones, whereas careful history taking may reveal that subtle symptoms were present earlier.

IV. ETIOLOGY:

The symptoms are best explained as expressive of a physical dysfunction within the central nervous system (CNS) — the exact nature and type of which has yet to be determined. This physical dysfunction of the CNS occurs independently or in association with other disorders which directly affect the central nervous system (i.e., maternal rubella, PKU, Down's syndrome, epilepsy). In such cases, the diagnosis of autism is primary, and the coexisting organic condition, secondary.

V. INCIDENCE AND SEX RATIO:

The syndrome has been identified in all parts of the world. It is very rare, with an incidence of approximately 5-15 per 10,000 births. It is found 4 to 5 times more commonly in males.

VI. COMPLICATIONS:

Major complications are self-induced physical injuries, infections related to improper hygiene, dental problems related to persistent bruxism, and physical injuries due to inadvertent exposures.

VII. DIFFERENTIAL DIAGNOSIS:

1. Mental Retardation, Etiology Unknown and Known:

   Here developmental delays usually occur in all areas, and developmental sequences (motor, social and cognitive) remain *coordinated*. Responses to sensory inputs, people and objects, and speech and language development are appropriate to the overall developmental level of cognitive functioning.

2. Specific Sensory Deficits (e.g., Deafness, Blindness):

   Here compensatory behaviors may be confused with symptoms indicative of autism (e.g., hyper-reactivity to auditory, proprioceptive and tactile stimuli in blind children (i.e., blindisms); hyperresponsivity to visual, proprioceptive (i.e., head shaking), and tactile stimuli in deaf children. When auditory and visual deficits are accompanied by mental retardation, speech, language, and the ability to relate to people and objects are appropriate to the overall developmental level of cognitive functioning.

3. Congenital, Developmental, and Acquired Disorders of Central Processing of Language (Aphasias):

   Here disturbances in language development and central processing are not accompanied by disturbances of responses to sensory inputs, disassociation of other developmental courses (motor, social), relatedness to people and objects. Aphasics may imitate and use gestures and other means to communicate symbolic content. If these disorders are accom-

panied by mental retardation then it must be assessed independently of the disturbances of central processing of language.

4. Sequelae of Physical or Psychological Trauma (e.g., Syndromes, Previously Described as Hospitalism, Maternal Deprivation, Anaclitic Depression, Sequelae of a Chronically Traumatizing Environment):

   Here syndromes include failure to thrive, infantile apathy and withdrawal, physical illnesses secondary to malnutrition or toxin ingestions and physical abuse, specific psychological fixations (psychogenic psychoses, severe neuroses, pathological character development), and all degrees of mental retardation. The pattern of symptoms and developmental delays are specific to the syndromes described, are related to specific etiologic factors in psychological and social environments, and respond to specific therapies if instituted before permanent changes have resulted.

5. Schizophrenia, Childhood Type:

   Here the disorder is characterized by the presence of a thought disorder (see the definition of thought disorder in the American Psychiatric Association's *Diagnostic and Statistical Manual*, Third Edition). The schizophrenic child is likely to have a language base and to utilize speech to communicate even irrational thoughts. The autistic child by contrast manifests a general failure to utilize speech to communicate. Likewise, the schizophrenic child is likely to experience distorted social relationships while the autistic child is generally unable to establish social relationships.

6. Degenerative Organic Brain Syndromes (e.g., Schilder's Disease, Heller's Syndrome) With or Without Mental Retardation:

   Here the clinical course is characterized by progressive regressions in all or some areas of development (motor, social-adaptive, and cognitive). In the early stages, these regressions may mimic symptoms indicative of autism but are distinguishable by their relatively specific times of onset, characteristic signs and symptoms on neurological, psychological, and cognitive testing, and unremitting deteriorating course.

VIII. PREDISPOSING FACTORS:

None known.

IX. FAMILY FACTORS:

None known. The syndrome has been identified in all parts of the world. Recent studies have revealed no correlation between autism and parental psychopathology.

Diagnostic and Statistical Manual of Mental Disorders (Third Edition) – DSM-III – Diagnostic Criteria

299.0x INFANTILE AUTISM

The essential features are a lack of responsiveness to other people (autism), gross impairment in communicative skills, and bizarre responses to various aspects of the environment, all developing within the first 30 months of age. Infantile Autism may be associated with known organic conditions, such as maternal rubella or phenylketonuria. In such cases the behavioral syndrome Infantile Autism should be recorded on Axis I, and the physical disorder, on Axis III.

The relationship of this category to Schizophrenia is controversial. Some believe that Infantile Autism is the earliest form of Schizophrenia, whereas others believe that they are two distinct conditions. However, there is apparently no increased incidence of Schizophrenia in the families of children with Infantile Autism, which supports the hypothesis that the two disorders are unrelated.

The failure to develop interpersonal relationships is characterized by a lack of responsiveness to and a lack of interest in people, with a concomitant failure to develop normal attachment behavior. In infancy these deficiencies may be manifested by a failure to cuddle, by lack of eye contact and facial responsiveness, and by indifference or aversion to affection and physical contact. As a result, parents often suspect that the child is deaf. Adults may be treated as interchangeable, or the child may cling mechanically to a specific individual.

In early childhood there is invariably failure to develop cooperative play and friendships; but, as the children grow older, greater awareness of and attachment to parents and other familiar adults often develop. Some of the least handicapped may eventually reach a stage where they can become passively involved in other children's games or physical play such as running with other children. This apparent sociability is superficial, however, and can be a source of diagnostic confusion if mistaken for social relatedness when the diagnosis is made retrospectively.

Impairment in communication includes both verbal and nonverbal skills. Language may be totally absent. When it develops, it is often characterized by immature grammatical structure, delayed or immediate echolalia, pronominal reversals (use of the pronoun "you" when "I" is the intended meaning), nominal aphasia (inability to name objects), inability to use abstract terms, metaphorical language (utterances whose usage is idiosyncratic and whose meaning is not clear), and abnormal speech melody, such as questionlike rises at ends of statements. Appropriate nonverbal communication, such as socially appropriate facial expressions and gestures, is often lacking.

Bizarre responses to the environment may take several forms. There may be resistance and even catastrophic reactions to minor changes in the environment, e.g., the child may scream when his or her place at the dinner table is changed. There is often attachment to odd objects, e.g., the child insists on always carrying a string or rubber band. Ritualistic behavior may involve motor acts, such as hand clapping or repetitive peculiar hand movements, or insisting that fixed sequences of events precede going to bed. The fascination with movement may be exemplified by staring at fans, and the child may display inordinate interest in spinning objects. Music of all kinds may hold a special interest for the child. The child may be extremely interested in buttons, parts of the body, playing with water, or peculiar rote topics such as train schedules or historical dates. Tasks involving long-term memory, for example, recall of the exact words of songs heard years before, may be performed remarkably well.

Associated features. Mood may be labile; crying may be unexplained or inconsolable; there may be giggling or laughing without indentifiable cause. There is often underresponsiveness or overresponsiveness to sensory stimuli, such as light, pain, or sound. Real dangers, such as moving vehicles and heights, may not be appreciated. Peculiar nervous habits, such as hair pulling or biting parts of the body, are sometimes present. Rocking or other rhythmic body movements also occur.

About 40% of children with the disorder have an IQ below 50; only 30% have an IQ of 70 or more. These children show extreme variability in intellectual functioning; they are often untestable on verbal tasks, and when testable, performance is worst on tasks demanding symbolic or abstract thought and sequential logic. However, tasks requiring manipulative or visual-spatial skills or immediate memory may be performed well.

Age at onset. By definition, the age at onset is always before 30 months. However, it may be difficult to establish age at onset retrospectively unless those who cared for the child during the early years are able to give accurate information about language development, sociability, and play. Parents of only children may be unaware of the problems until the child is observed with other children. The parents may then date the age at onset from that point, although a careful history will usually reveal that the abnormalities were present earlier.

Course. The disorder is chronic. Some of these children eventually are able to lead independent lives, with only minimal signs of the essential features of the disorder; but often the social awkwardness and ineptness persist (Residual State). Overall, one child in six makes an adequate social adjustment and is able to do some kind of regular work by adulthood; another one in six makes only a fair adjustment; and two-thirds remain severely handicapped and unable to lead independent lives. Factors related to long-term prognosis include IQ and development of language skills.

Impairment. The disorder is extremely incapacitating, and special educational facilities are almost always necessary.

Complications. The major complication is the development of epileptic seizures secondary to an underlying physical disorder; about 25% or more of cases develop seizures in adolescence or early adult life. Most of the children with an IQ below 50 develop seizures, but only very few of those with normal intelligence do so.

Prevalence. The disorder is very rare (2-4 cases per 10,000). It is apparently more common in the upper socioeconomic classes, but the reason for this is not clear.

Sex ratio. The disorder is about three times more common in boys than in girls.

Predisposing factors. Maternal rubella (especially when associated with infantile deafness or blindness), phenylketonuria, encephalitis, meningitis, and tuberous sclerosis are among the predisposing factors. In the past, certain familial interpersonal factors were thought to predispose to the development of this syndrome, but recent studies do not support this view.

Familial pattern. The prevalence of Infantile Autism is 50 times as great in siblings of children with the disorder than in the general population.

Differential diagnosis. In Mental Retardation there are often behavioral abnormalities similar to those seen in Infantile Autism. However, the full syndrome of Infantile Autism is rarely present. When both disorders are present, both diagnoses should be made. In Schizophrenia occurring in childhood there are oddities of behavior; but typically there are hallucinations, delusions, and loosening of associations or incoherence, which are not present in Infantile Autism. In Childhood Onset Pervasive Developmental Disorder, the age at onset is later than in Infantile Autism and the full syndrome of Infantile Autism is not present. In children with hearing impairments there will be a history of responding consistently only to very loud sounds, whereas in Infantile Autism the response to sounds is inconsistent. An audiogram can rule out the possibility of hearing impairment. In Developmental Language Disorder, Receptive Type, the children generally make eye contact and will often try to communciate appropriately by means of gestures, whereas in Infantile Autism there is a pervasive lack of responsiveness.

Diagnostic criteria for Infantile Autism

A. Onset before 30 months of age.

B. Pervasive lack of responsiveness to other people (autism).

C. Gross deficits in language development.

D. If speech is present, peculiar speech patterns such as immediate and delayed echolalia, metaphorical language, pronominal reversal.

E. Bizarre responses to various aspects of the environment, e.g., resistance to change, peculiar interest in or attachments to animate or inanimate objects.

F. Absence of delusions, hallucinations, loosening of associations, and incoherence as in Schizophrenia.

299.00 INFANTILE AUTISM, FULL SYNDROME PRESENT

Currently meets the criteria for Infantile Autism.

299.01 INFANTILE AUTISM, RESIDUAL STATE

Diagnostic criteria for Infantile Autism, Residual State

A. Once had an illness that met the criteria for Infantile Autism.

B. The current clinical picture no longer meets the full criteria for Infantile Autism, but signs of the illness have persisted to the present, such as oddities of communication and social awkwardness.

New Jersey's Service System

16

A Tool for Accessing New Jersey's Service System for Individuals with Autism

This index will enable you to determine (now and in the future) the office to contact for service provision within the state system.

Locate the type of service needed and the age of the individual. At the intersection of the service row and age column is a letter. Locate the letter on the following list. This will provide you with state contact points.

SERVICE	AGE GROUP (Years) 0–3	3–5	5–18	18–21	≥21
INFORMATION & REFERRAL	A–B C–D	A–B D	A–B D	A	A
EVALUATION & ASSESSMENT	B–D	B–D E	B–D E	E–F G	F–G
DAY PROGRAM	H	I	I	I	J–K L
ALTERNATIVE LIVING ARRANGEMENTS	–	–	M	M–F	F
RESPITE CARE/PARENT TRAINING	M	M	M	M–F	F
RECREATION PROGRAM	–	N	N	N	N
SUPPLEMENTAL SECURITY INCOME (SSI) PROGRAM	O	O	O	O	O
MEDICAID PROGRAM	P	P	P	P	P
GUARDIANSHIP	–	–	–	Q	Q
ADVOCACY & LEGAL ASSISTANCE	R	R	R	R	R

A

Autism Outreach Project:

The Bancroft School
Hopkins Lane
Haddonfield, NJ 08033
(609) 429-0010

COSAC (The NJ Council of Organizations & Schools for Autistic Children & Adults)
71 University Place
Princeton, NJ 08540
(609) 683-0140

New Jersey State Society for Autistic Children and Adults (NJSSAC)

Local Chapters:

The Northeast Jersey Society for Autistic Children
31 Circle Avenue
Ridgewood, NJ 07450
(201) 444-3710
Joan Flicker, President

Mercer County Chapter - NSAC
300 Cold Soil Rd.
Princeton, NJ 08540
(609) 924-6280
Stanley Zalenski, President

Middlesex County Chapter - NSAC
84 Fairmont Avenue
Chatham, NJ 07928
(201) 635-7275
Jean Ramsey, President

Monmouth County Chapter - NSAC
1 Mariveles Road
Eatontown, NJ 07724
(201) 389-2712
Terry Burlingame, President

PACE - South Jersey
816 Edge Park Drive
Haddonfield, NJ 08033
(609) 428-5693
Arlene Fiorilli, President

Douglass NSAC Chapter
R.R. 3, Box 82
White Oak Drive
Califon, NJ 07830
(201) 832-5039
Pam Purcell, President

SCRIP (Statewide Computerized Referral Information Program)
800-792-8858 (Toll-Free)

New Jersey Developmental Disabilities Council
(609) 292-3745

New Jersey Self-Help Clearinghouse
800-452-9790 (Toll-Free)

B

Project CHILD FIND
800-322-8174 (Toll-Free)

C

New Jersey Early Intervention Coalition
(201) 321-7740

D

County Office
Special Child Health Services
NJ Department of Health
(general information number - (609) 292-5676)

E

Child Study Team
Local Board of Education

F

Regional Offices
Community Services
Division of Developmental Disabilities
NJ Department of Human Services

NORTHERN REGIONAL OFFICE
(201) 852-1214/1216
(201) 744-3140
(Serves Sussex, Warren, Morris, Passaic, Bergen, Hudson Counties)

CENTRAL REGIONAL OFFICE
(201) 968-8100 (201) 244-3033
(609) 298-5981/5985/5986
(Serves Essex, Union, Somerset, Hunterdon, Middlesex, Mercer, Monmouth, Ocean Counties)

SOUTHERN REGIONAL OFFICE
(609) 751-0240/0241
(Serves Burlington, Camden, Gloucester, Salem, Cumberland, Atlantic, Cape May Counties)

G

District Office
Division of Vocational Rehabilitation Services
NJ Department of Labor

H

Infant Programs (Early Intervention Programs)
Division of Special Education
NJ Department of Education
(609) 984-5994

(Contact school district (see I) 90 days prior to child turning 3 years old for pre-school placement)

See Pages 78 - 82 For Program Listing

I*

Local Board of Education
(local school district)

(Contact school district 90 days prior to child turning 3 years old for pre-school placement; contact J, K, or L for adult service eligibility determination at the beginning of an individual's *last* year in the educational system)

See Pages 82 - 84 For Program Listing And Description

J

Sheltered Workshop Programs

(For adults capable of producing work of economic value but not at the pace required in the competitive labor market)

Local District Office
Division of Vocational Rehabilitation Services
NJ Department of Labor

See Pages 85 - 87 For Program Listing

K

Work Activities Training Center (WATC) Programs

(For adults not prepared to enter a sheltered workshop program)

Local District Office
Division of Vocational Rehabilitation Services
NJ Department of Labor

See Page 87 For Program Listing

L

Adult Training Programs

(For adults who are ineligible for sheltered workshops or work activities because of their level of functioning and adaptive behavior)

Regional Office
Division of Developmental Disabilities
NJ Department of Human Services
(see E)

See Page 88 For Program Description

M

District Office
Division of Youth and Family Services
NJ Department of Human Services

N

Office on Community Recreation for Handicapped Persons
NJ Department of Community Affairs
(609) 292-6243, 4847

(This office assists and supports community recreation programs which are provided primarily by local municipal and county recreation and parks departments. A list of specialized recreational services is available from the office.)

O

Social Security Administration District Offices
The Division of Public Welfare
NJ Department of Human Services
(general information number - 609-633-6000)

P

Local Medicaid Office
Division of Medical Assistance & Health Services
NJ Department of Human Services
(Medicaid Information - 609-292-7633)

Q

District Office
Bureau of Guardianship
Division of Developmental Disabilities
NJ Department of Human Services:

Northern District Office
35-37 North Fullerton Avenue
Montclair, NJ 07042
(201) 744-1258
(serving: Warren, Sussex, Essex, Passaic, Bergen, Morris, Hudson & Union Counties)

Central District Office
Bureau of Guardianship
% Johnstone Training & Research Center
Bordentown, NJ 08505
(609) 298-2269
(serving: Hunterdon, Somerset, Middlesex, Mercer, Monmouth, Ocean & Burlington Counties)

Southern District Office
Rte. 30 and Elvins Avenue
Hammonton, NJ 08037
(609) 561-3714
(serving: Camden, Atlantic, Salem, Cumberland, Gloucester & Cape May Counties)

R

Division of Advocacy for the Developmentally Disabled
NJ Department of The Public Advocate
P.O. Box 141
Trenton, NJ 08625
(609) 292-9742

*Special Education Overview

Children with developmental disabilities are entitled by state and federal laws to free and appropriate education. The NJ Division of Special Education located within the NJ Department of Education is the state agency mandated to carry out federal and state statutes concerning special education. This division is responsible for administering, planning and supervising state-funded special education programs in the public schools. The Division also determines the eligibility of private schools to provide educational programs to handicapped students under contractural agreements with local boards of education. The actual provision of services, however, is the responsibility of local boards of education (school district). If a local school district cannot provide the program needed by the child, the district contracts for services from another district or a private school. Evaluation and classification of handicapped children are carried out by local child study teams. The basic child study team is composed of a school psychologist, school social worker and learning disability teacher-consultant. Evaluation by a physician is required for classification of a student. Other professionals, including medical and health professionals and teachers, may also be consulted by the child study team. The child's parents must be notified of and agree to the evaluation, classification, and placement of their child. A mechanism for appeal and independent evaluation is available to parents who disagree with the decisions of the child study team.

State Division Responsibility

0 - 3 Years:

- Division of Special Education

3 - 18 Years:

- Day Program - Local School District
- Alternative Living Arrangements - Division of Youth and Family Services (DYFS)

18 - 21 Years:

- Day Program - Local School District
- Alternative Living Arrangements - DYFS & Division of Developmental Disabilities (DDD)

21 Years & Older:

- Day Program - DDD or Division of Vocational Rehabilitation (DVR)
- Alternative Living Arrangements - DDD

Service Coordinators

0 - 3 Years:

- Social worker from Early Intervention Program

3 - 21 Years:

- Day Program - Child Study Team Social-worker or Child Study Team Supervisor
- Alternative Living Arrangements - Division of Youth and Family Services Caseworker

21 Years & Older:

- Day Program - For Adult Training Programs, Division of Developmental Disabilities Casemanager

  For sheltered workshop or work activities training center programs, Division of Vocational Rehabilitation Services Rehabilitation Counselor
- Alternative Living Arrangements - Division of Developmental Disabilities Casemanager

Names of Written Service Plans Designed to Meet the Individual Needs of Each Person with Autism:

0 - 3 Years:

- Individualized Service Plans (ISP) for Children 0 - 3 Years Old

3 - 21 Years:

- Individualized Educational Plans (IEP) for Children and Youth 3 - 21 Years Old Who Participate in a Day Educational Program

  (for children & youth who *also* participate in an alternative living arrangement an additional plan, an Individualized Habilitation Plan (IHP) is developed)

21 Years & Older:

- Individualized Habilitation Plans (IHP) for adults 21 years and older who receive services (adult training) through the Division of Developmental Disabilities, NJ Department of Human Services

21 Years & Older:

- Individualized Written Rehabilitation Plans (IWRP) for adults who receive services (shelterd workshop or work activities training center) Division of Vocational Rehabilitation, NJ Department of Labor

Time Lines For Service Application

- For Early Intervention Programs, contact "H" once a child has been identified as potentially handicapped
- For Adult Services, contact "J", "K" or "L" at the *beginning* of an individual's *last* year in the educational system for initial eligibilty determination
- For Pre-School Programs, contact "I" 90 days prior to a child's turning 3 years of age

Guidelines for Service Application

Before contacting any state or provider agency, it is helpful to be familiar with the law (see pgs. 101-102). It is also helpful to be familiar with the range of services available in the state of New Jersey. Utilize this guide as well as other information and referral sources.

1. Phone the appropriate state/local agency (use tool on pg. 15).
2. Explain who you are and state precisely why you are calling.
3. Specify:
   A. The individual's current disability (if known);
   B. Current placement (if any);
   C. What services are needed;
   D. When the services are needed (plan ahead if possible).
4. Record and keep the name and the title of the person with whom you are speaking.
5. Ask for clarification on anything you do not understand.
6. Obtain a date for an office or home interview.
7. Be prepared to send (or have appropriate authority [i.e., physician, school district] forward):
   A. Classification/diagnosis (if known);
   B. Current IEP, IHP, etc. (if available);
   C. All evaluations (i.e., medical);
   D. Immunization records;
   E. General information.
8. Promptly fill out and return all forms. Retain dated copies for your own records.
9. Independently verify information.
10. Read, obtain and keep copies of all records.
11. Visit placement suggestions and other alternatives.

PROGRAM SELECTION

26

Summary of Programmatic Requirements

An overview of research, the 1982 report of the NJ State Task Force on Autism and the 1981 Report of the Committee to Study the Effectiveness of Programs for Autistic Children (N.J. Department of Education, #200.2) reveals that:

- EARLY DIAGNOSIS AND APPROPRIATE INTERVENTION are vital to the development of individuals with autism;

- HIGHLY STRUCTURED, SKILL ORIENTED TEACHING AND TREATMENT PROGRAMS, (programs which simultaneously address skill deficits and problem behaviors by utilizing both skill building and behavior reduction techniques throughout the day), based upon the principles of applied behavior analysis are the most effective in improving the skills and behavior of individuals with autism;

- PROGRAMS MUST BE TAILORED TO THE SPECIFIC NEEDS OF THE INDIVIDUAL and delivered in a comprehensive, consistent, systematic and coordinated manner;

- PROGRAMS SHOULD BE DATA-BASED. Behaviors should be operationally defined. Teaching and treatment procedures should be outlined. The occurrence of behavior should be recorded before (baseline) during and after (follow-up) the implementation of teaching and treatment procedures. A summary (i.e., graphs, charts) of data should be provided. Data-based programs permit objective evaluation of the effects of the intervention. On the basis of these data, programs should be revised as needed to assure continued progress.

- PROGRAMS SHOULD USE INDIVIDUALIZED MOTIVATIONAL SYSTEMS (i.e., primary systems (food), token systems, behavior contracts, etc.) and appropriate reinforcement schedules (i.e., continuous, fixed ratio). Motivational systems are based upon the learning principle that individuals tend to repeat or increase behaviors which are followed by positive consequences.

- TEACHING AREAS SHOULD BE STRUCTURED, ORGANIZED, AND DISTRACTION-FREE ENVIRONMENTS WHICH INCORPORATE INTENSIVE ONE-TO-ONE AND SMALL GROUP SESSIONS. SCHEDULES OF ROUTINES AND ACTIVITIES SHOULD PROCEED SMOOTHLY AND RELIABLY WITHIN AND ACROSS DAYS. TIME SPENT "WAITING" SHOULD BE KEPT TO A MINIMUM. Classrooms should be equipped with one-way mirrors for observation. For those individuals ready for transition to other settings, larger group sessions ("normal" classrooms) should be provided.

- TO PROVIDE THE CONSISTENCY NECESSARY FOR GENERALIZATION and maintenance of skills and behavior control,
  - Programs should be offered on a FULL DAY, YEAR-ROUND BASIS from pre-school through adulthood;
  - INDIVIDUALS SHOULD BE TAUGHT IN MULTIPLE SETTINGS, by multiple therapists using a variety of stimuli;
  - A COMPREHENSIVE HOME PROGRAMMING/PARENT TRAINING PROGRAM should be provided to foster coordination of day and evening programming. Parents should be provided with support groups and extensive in-home behavior management training. This also give parents a method of coping with many of the child's behavior problems;

- All personnel involved with individuals with autism should be extensively, specifically TRAINED AND CONTINUOUSLY EVALUATED. On-going skill-based staff training and evaluation are necessary to help ensure staff excellence.

Guidelines to Assist Families and Professionals When Looking for Programs and Services for Children and Adults With Autism

The following guidelines have been developed by the New Jersey Task Force on Autism and endorsed by the New Jersey Council of Organizations and Schools for Autistic Children and Adults, to assist families and professionals in indentifying appropriate programs and services for persons with autism.

Part One: **General guidelines for education and treatment of individuals with autism**

Part Two: **Additional guidelines pertaining to adult day programs/workshops**

Part Three: **Additional guidelines pertaining to group homes**

These guidelines reflect factors which have been demonstrated to contribute to quality services for individuals with autism. A program, however, need not meet each guideline in order to provide effective services.

Certain guidelines will be more or less important depending on the circumstances affecting the particular agency and each person with autism and his/her family. It should be noted that many guidelines apply to each section.

Part One

General Guidelines for the Education and Treatment of Individuals with Autism

FACT: Individuals with autism require specialized services which are distinct from services required by other populations. However, among those with autism there are individual differences. It is, therefore, important for the educational setting to have services which are appropriate for *your child*.

Is the program appropriate for your child?

Are there other students who seem to have similar learning problems?

Are ancillary services provided (occupational therapy, speech therapy, physical therapy) which he or she might need?

Are there activities which are appropriate for your child's needs?

Is a full day program available for pre-school?

FACT: All children require individualized planning to ensure appropriate treatment. Research has repeatedly demonstrated the efficacy of data-based treatments. Data allow for accountability — considering the often slow progress of children with autism, it provides an objective means of evaluation.

Is the program individualized to meet the unique needs of each student?

Is there evidence of systematic implementation of the children's Individualized Education Plan (IEP)?

What is the staff-student ratio? Is one-to-one available when necessary? Are the children under instructional control?

Is there objective (data-based) observation, (or other good records), measurement and evaluation of the children's behavior and of the effectiveness of their programs? How are the data used?

FACT: The involvement of families of children with autism in the educational process promotes program continuity and generalization of the child's newly acquired skills.

Is there comprehensive home programming including:

Parent training activities, enabling parents to serve as home therapists?

A plan for home visits by the staff?

Parent support programs?

Follow-up services to assure continued success after the child leaves the program?

FACT: Accreditation ensures adherence to standardized basic and legal guidelines (e.g., building characteristics, fire drills, balanced lunches) and demonstrates a professional attitude regarding provision of services.

Is the school accredited by the Department of Education or is it a member of an organization whose guidelines you can refer to?

FACT: An experienced staff ensures effective treatment. Unusual challenges presented by children with autism necessitate experience in teaching this type of population.

Is the staff experienced and credentialed?

Is in-service training available?

FACT: Accountability is enhanced when there is a good system of organization and supervision of teachers. Knowledge of the "chain of command" (whom the staff is responsible to) is important, especially in emergency situations.

Is it evident that teachers are supervised through observation?

Is the staff working appropriately with the children?

Is the "chain of command" evident? Is an organizational chart available?

FACT: Each school's program should be consistent in its approach to autism, but there are many different approaches. It is important for parents, guardians, and professionals to explore what exists and make placement decisions on what is best for the child.

Is there a central philosophy of education throughout the school?

Can the teachers explain and support it?

Can you as a parent support it?

Does the school have a policies and procedures manual?

Is there a discipline policy? A child welfare policy?

Is the policy, as presented, observable?

FACT: Programs which prepare high school and college students and community volunteers to provide services to children with autism increase the possibility of a high teacher-student ratio and reflect a dedication to informing the community regarding the needs of individuals with autism.

Are there programs which prepare high school and college students and community volunteers to provide services to children with autism?

Are there internship programs which prepare graduate students to serve children with autism?

FACT: It is important that teachers be informed of research which is being conducted and of new approaches which are being used.

Are there teacher training and consulting services (based on research being done at the particular school or a knowledge of credible research elsewhere) provided which:

Promote awareness of the problems and needs of children with autism?

Contribute to the service provider's knowledge of effective programs for children with autism?

Contribute to developing new programs which are needed but not available?

FACT: Children with autism require intensive, prolonged and uninterrupted education.

Is an extended school year or twelve month program offered?

FACT: Observation allows you to watch techniques at work and facilitates using them at home. Accountability is increased when the school has nothing to hide.

Is there openness?

Are you able to observe in various classes?

Is there a pleasant, positive atmosphere?

FACT: It is important to have an effective governing body which enhances communication and ensures accountability.

Is there a governing body?

What is its role?

Do you have access to it?

Part Two

Additional Guidelines Pertaining to Adult Day Programs/Workshops

FACT: Individuals with autism require specialized services which are distinct from services required by other populations.

Does the program appear to be sensitive to the level of development of the participants?

Are the programs age-appropriate?

Are ancillary services such as speech therapy provided?

FACT: Adults with autism require individualized planning to ensure appropriate treatment. Research has repeatedly demonstrated the efficacy of data-based treatments. Data allow for accountability and provides an objective means of evaluation.

Is the program individualized to meet the unique needs of each adult?

Is there evidence of systematic implementation of the participant's Individualized Habilitation Plan (IHP)?

What is the staff-participant ratio? Is one-to-one available?

Is there objective (data-based) observation, measurement and evaluation of behaviors and of the effectiveness of programs?

FACT: An effective staff ensures effective treatment.

Are the staff experienced and appropriately trained professionals? For example, do they receive an on-going formal training program in effective teaching and behavior management strategies?

Is there a good system of organization and supervision of staff?

Are they working appropriately with the participants?

Is it evident that there is adequate staff supervision and feedback?

FACT: It is important for parents, guardians, and professionals to explore what exists and make placement decisions based on what is best for the person with autism.

Is there a central philosophy of training and programming?

Can all staff members explain and support it?

Do you as a parent/guardian or professional support it?

FACT: Adults with autism have the right to attend appropriate and effective programs in the least restrictive environment and to benefit from participating in community activities.

Does the program foster community-based awareness?

Are the participants involved in community shopping, banking, etc.?

Is there a system of money management?

Is the quality of work completed in the program important to the participants and staff?

Could manufactured items be sold competitively?

Are sub-contractors satisfied with the quality of the participants' work?

Is the program open all year? Are the hours close to a 30-35 hour work week?

What are the strategies and policies for normalization?

FACT: Suspension for inappropriate behavior is detrimental to the development of an individual with autism.

What are the program's policies relative to crisis intervention and suspension?

FACT: Accreditation ensures adherence to standardized basic and legal guidelines (e.g., building characteristics, fire drills, balanced lunches) and demonstrates a professional attitude regarding provision of services.

Is the program approved by the Division of Developmental Disabilities or is it a member of an organization whose guidelines you can refer to?

FACT: It is important to have an effective governing body which enhances communication and ensures accountability.

Is there a governing body? What is its role? Do you have access to it?

Part Three

Additional Guidelines Pertaining to Group Homes

The guidelines described previously for educational programs will in most cases apply to group

homes as well. The items below represent additional factors that should be considered when evaluating a potential group home placement.

FACT: Individuals with autism who need residential services require specialized services which are distinct from those required by other populations.

Is the program accessible to and does the program make use of existing community resources?

Does the group home look like other houses in the neighborhood?

Does the group home have a home-like atmosphere?

How does the group home promote normal daily living?

Does the group home offer adequate recreational activities in the home and provide opportunities for recreation in the community?

FACT: Group home programs must be individualized to meet the unique needs of each person living in the home.

Do all of the individuals with autism in the home participate in ongoing activities that appear to be appropriate to their skill level?

Is the group home program coordinated with each individual's day program?

Does there appear to be enough staff to provide adequate supervision? Is one-to-one available if needed?

FACT: Individuals with autism will benefit from a group home program that provides the individual with frequent opportunities to learn new skills and encourages the individual to assume responsibility for his/her needs.

Is there evidence of an active teaching program in the group home?

Do all of the individuals in the home participate in activities that contribute to the daily operation of the home?

How are behavior problems handled in the group home?

FACT: Group home staff require specialized skills to ensure that the individuals with autism in the home receive appropriate, effective services.

How are group home staff hired? Does the program have criteria governing the selection of staff?

What pre-service and in-service training are provided to group home staff? Does the staff receive formal training in effective teaching and behavior management strategies?

How does the group home evaluate the performance of its staff?

FACT: Group homes function more effectively when the parents'/guardians' rights and responsibilities are clearly understood by the parents/guardians and the group home staff.

What expectations do the group home staff have regarding the role of the natural parents if their son/daughter is to be placed in the group home?

Is the program open 365 days per year? If the program closes, what provisions are made for families who need assistance at these times?

How are parents involved in treatment planning for their son/daughter with autism?

Is there a positive, open atmosphere in the group home?

Are group home staff receptive to questions, concerns, complaints, etc. raised by parents/guardians?

FACT: Group homes are licensed to ensure that each home meets a set of standards, and the group home is regularly evaluated against this set of standards.

Is the group home's license in evidence? Are the standards governing this license available?

Are the policies and procedures of the group home agency available?

What are the group home's procedures for intake and discharge of individuals with autism?

How are health and safety considerations handled in the group home?

Is the home neat, clean, safe and in good repair?

Is the home large enough for the number of people who live in it?

Is the group home affiliated with a professional organization? Are there criteria governing membership in the organization? Does the organization have an accreditation/certification process?

FACT: It is important to have an effective governing body which enhances communication and ensures accountability.

Is there a governing body?

What is its role?

Do you have access to it?

PROGRAMS IN THE STATE OF NEW JERSEY

The following section of this directory provides a description of programs throughout the State of New Jersey which provide services to individuals with autism.

This section has been divided into 3 parts. The first part describes programs, which when designed, were intended to meet the needs of children and adults with autism. A full page checklist for each program details the specific services offered.

The second part describes non-specialized services. Most of these programs are mandated by the State of New Jersey to serve all handicapped individuals, including those with autism. Although these programs are not specifically designed to meet the needs of children and adults with autism, there are programs listed in this section which may adequately provide for some individuals with autism.

Since the specific needs and levels of functioning vary greatly in individuals with autism, it is advisable to visit a program prior to making a selection. The guidelines in section 3 will assist you in determining a school's or organization's capability to provide an appropriate program for the adult or child in need of service.

The third part describes the Respite Care/Parent Training Services available statewide to individuals with autism and their families.

PART I

PROGRAMS, WHICH WHEN DESIGNED, WERE INTENDED TO MEET THE NEEDS OF INDIVIDUALS WITH AUTISM

NAME OF PROGRAM	COUNTY	PAGE NO.	DAY PROGRAM: PRE-SCHOOL	DAY PROGRAM: DAY SCHOOL 10 MONTH	DAY PROGRAM: DAY SCHOOL EXTENDED YEAR	DAY PROGRAM: ADULT PROGRAM	ALTERNATIVE LIVING ARRANGEMENT: RESIDENTIAL	ALTERNATIVE LIVING ARRANGEMENT: COMMUNITY BASED LIVING	RECREATION: SUMMER CAMP	RECREATION: WEEKEND ACTIVITIES	RECREATION: AFTER SCHOOL	SUPPORT: RESPITE CARE	SUPPORT: PARENT TRAINING	SUPPORT: PARENT SUPPORT	SUPPORT: SIBLING SUPPORT	AGES
ALFA	Bergen	39								x		x	x	x		2 +
American Institute	Cumberland	41			x	x	x		x	x		x				5 +
Archway Programs	Camden	42			x				x				x			2 - 21
Bancroft School	Camden	43			x	x	x						x	x	x	5-15; 21+
Bergen County SS	Bergen	46		x												5 - 21
Burlington County SS	Burlington	47			x				x	x	x	x	x	x	x	2 - 21
C.A.P.T.A.A.	Atlantic	48	x		x				x				x	x		3-7; 11-15
Children's Day School	Mercer	49			x				x		x					5 - 18
Child Development Center	Essex	50		x										x	x	5 - 20
Children's Institute	Essex	51		x										x		5 - 14
CPC	Monmouth	52			x		x	x	x	x	x			x		5 +
CLFA	Mercer	53						x				x	x	x	x	3 +
DDDC	Middlesex	55	x		x					x	x		x	x		2½ - 21
Deane-Maddock	Camden	56		x										x		5 - 21
Eden Programs	Mercer	57	x		x	x		x	x			x	x	x	x	3 +
Felician School	Bergen	61		x												6 - 11
Forum School	Bergen	62	x		x				x		x		x	x	x	2 - 17
Harbor School	Monmouth	63		x									x	x		5 - 9
Kingsway Learning Center	Camden	64	x	x									x	x		3 - 14
Midland School	Somerset	65			x				x	x		x		x	x	5 - 21
North Jersey Child Dev. C.	Morris	66	x	x												3 - 21
P.A.C.E.	Camden	67							x					x	x	2 +
PCDI	Mercer	68	x		x			x				x	x	x	x	2 - 21
P.S. 31	Hudson	70	x		x								x			3 - 21
Search Programs	Monmouth	71	x		x	x		x	x	x			x	x	x	3 +
Sunny Day School	Camden	74	x		x				x			x	x	x	x	3 - 14
Teaching Family Center	Mercer	76			x			x		x	x		x			12 - 21

Appropriate Living for the Autistic (ALFA)
31 Circle Ave.
Ridgewood, NJ
(201) 848-8590
(201) 444-3710
Bergen County

TYPE OF PROGRAM(S) OFFERED:
In-home respite care
Saturday recreation (Pg. 40)

IN-HOME RESPITE CARE INFORMATION

OPERATING TIME

Pre-arranged schedule with individual family

ELIGIBILITY CRITERIA

Coeducational

2+

County eligible:
Sussex, Warren, Morris, Bergen, Passaic, Hudson, Essex

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☒ Extended Day Activities
- ☒ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☒ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☒ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☒ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☐ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☐ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☐ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 1 Individual with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☐ Standardized Tests Administered

Appropriate Living for the Autistic (ALFA)
31 Circle Ave.
Ridgewood, NJ
(201) 848-8590
(201) 444-3710
Bergen County

TYPE OF PROGRAM(S) OFFERED:
In-home respite care (Pg. 39)
Saturday recreation

SATURDAY RECREATION INFORMATION

OPERATING TIME

Saturday
10:30 - 12:30 (Children's Program)
1:00 - 3:30 (Adolescent Program)
10 Month

ELIGIBILITY CRITERIA

Coeducational
2 - 5 Years
13 - 21 Years
County eligible:
Sussex, Warren, Morris, Bergen, Passaic, Hudson, Essex

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☒ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☒ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☒ Internships
- ☐ Research
- ☒ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☐ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☐ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: 6

1 Staff per 1, 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☐ Progress Reports Submitted
- ☐ Standardized Tests Administered

American Institute – The Training School at Vineland
1667 East Landis Ave.
Vineland, NJ 08360
(609) 691-0021
Cumberland County

TYPE OF PROGRAM(S) OFFERED:
Residential School
Adult Residential Program

ALL OF ABOVE INFORMATION

OPERATING TIME

Year round

ELIGIBILITY CRITERIA

Coeducational
5+
U.S. Residents Eligible

EXCLUSION CRITERIA

Non-Ambulatory
Toilet Training Problem

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [ ] Formal Diagnostic
- [x] Medical
- [x] Neurological
- [x] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [ ] Follow-up Services
- [ ] Home Training Program (parents)
- [ ] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [x] Respite Care
- [ ] Sibling Support Meetings
- [x] Summer Camp
- [ ] Transitional Services
- [x] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [ ] Research
- [ ] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [ ] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [x] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 6

Staff per Individual with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted Quarterly
- [x] Standardized Tests Administered Yearly

Archway Programs
Jackson Road
Atco, NJ 08004
(609) 767-5757
Camden County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School – Extended Year

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday – Friday
8:45 – 2:15
12 Months

ELIGIBILITY CRITERIA

Coeducational
2 – 21 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- [ ] Audiological
- [x] Behavioral
- [ ] Comprehensive
- [x] Educational
- [ ] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [ ] Psychological
- [x] Speech/Language
- [ ] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [ ] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [x] Summer Camp
- [ ] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [ ] Information & Referral
- [x] Internships
- [ ] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [ ] Independent Living (e.g., shopping)
- [ ] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)
- [x] Nursing Care

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [x] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [x] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 6

1 Staff per 3 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [ ] Data-Based Programs
- [x] Progress Reports Submitted Quarterly
- [x] Standardized Tests Administered Yearly

The Bancroft School
Hopkins Lane
Haddonfield, NJ 08033
(609) 429-0010
Camden County

TYPE OF PROGRAM(S) OFFERED:
Day School – Extended Year
Residential School (Pg. 44)
Adult Training Center (Pg. 45)

DAY SCHOOL INFORMATION

OPERATING TIME

Monday – Friday
8:45 – 2:15
12 Months

ELIGIBILITY CRITERIA

Co-Educational
5 – 15 Years
U.S. Residents Eligible

EXCLUSION CRITERIA

Blind/Partially Sighted

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [ ] Comprehensive
- [x] Educational
- [ ] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [x] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [x] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [x] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [x] Sibling Support Meetings
- [ ] Summer Camp
- [x] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [x] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [x] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [x] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 8

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted Quarterly
- [x] Standardized Tests Administered Yearly

The Bancroft School
Hopkins Lane
Haddonfield, NJ 08033
(609) 429-0010
Camden County

TYPE OF PROGRAM(S) OFFERED:

Day School – Extended Year (Pg. 43)
Residential School
Adult Training Center (Pg. 45)

RESIDENTIAL SCHOOL INFORMATION

OPERATING TIME

Year-Round

ELIGIBILITY CRITERIA

Coeducational
5 – 15 Years
U.S. Residents Eligible

EXCLUSION CRITERIA

Blind/Partially Sighted

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [ ] Comprehensive
- [x] Educational
- [ ] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [x] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [x] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [x] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [x] Sibling Support Meetings
- [ ] Summer Camp
- [x] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [x] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [x] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [x] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: N/A

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted Quarterly
- [x] Standardized Tests Administered Yearly

The Bancroft School
Hopkins Lane
Haddonfield, NJ 08033
(609) 429-0010
Camden County

TYPE OF PROGRAM(S) OFFERED:
Day School –
Extended Year (Pg. 43)
Residential School (Pg. 44)
Adult Training Center

THE BANCROFT TRAINING AND TRANSITION CENTER – ADULT TRAINING INFORMATION

OPERATING TIME

Monday - Friday
9:00 - 5:00
12 Months

ELIGIBILITY CRITERIA

Coeducational
21 Years & Older
NJ Residents Eligible

EXCLUSION CRITERIA

Non-Ambulatory

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☒ Behavioral
- ☒ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☒ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☒ Follow-up Services
- ☒ Home Training Program (parents)
- ☐ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☒ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☒ Internships
- ☒ Research
- ☒ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☐ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☐ Developmental
- ☒ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☒ Data-Based Programs
- ☒ Progress Reports Submitted as Required
- ☒ Standardized Tests Administered Yearly

Bergen County Special Services School District
The Washington School
Bergen Avenue
New Milford, NJ 07646
(201) 265-4780
Bergen County

TYPE OF PROGRAM(S) OFFERED:
Day School
Sheltered Workshop/
Vocational School

ALL OF ABOVE INFORMATION

OPERATING TIME

Monday - Friday
8:30 - 2:45
10 Months

ELIGIBILITY CRITERIA

Coeducational
5 - 21 Years
County Eligible:
Bergen, Passaic, Hudson

EXCLUSION CRITERIA

Needing Full Time 1:1

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☐ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☐ Information & Referral
- ☒ Internships
- ☐ Research
- ☒ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☒ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: 6

1 Staff per 3 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Two Times a Year
- ☒ Standardized Tests Administered Yearly

Burlington County Special Services
P.O. Box 775
Woodlane Road
Mount Holly, NJ 08060
(609) 261-5600
Burlington County

TYPE OF PROGRAM(S) OFFERED:
Day School - Extended Year

DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
8:15 - 2:45
11 Months

ELIGIBILITY CRITERIA

Coeducational
2 - 21 Years
County Eligible:
Burlington

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☒ Extended Day Activities
- ☒ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☒ Peer Tutor/Special Friends Program
- ☒ Respite Care
- ☒ Sibling Support Meetings
- ☒ Summer Camp
- ☒ Transitional Services
- ☒ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☒ Internships
- ☒ Research
- ☒ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☒ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☒ Play
- ☒ Psychopharmacology
- ☒ Psychotherapy

Average Group Size: 6

1 Staff per 3 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☒ Standardized Tests Administered Yearly

Children and Parents Trained to Arrest Autism (C.A.P.T.A.A.)
John S. Helmbold Education Center/N.J.
Regional Day School at Corbin City
Route 50 & Griscom Mill Road
Corbin City, NJ 08270
(609) 628-2826
Atlantic County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School - Extended Year

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
9:00 A.M. - 2:30 P.M.
11 Months

ELIGIBILITY CRITERIA

Coeducational
3 - 7 Years; 11 - 15 Years
County Eligible:
Atlantic, Cape May, East Cumberland, South Ocean

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [x] Formal Diagnostic
- [x] Medical
- [x] Neurological
- [x] Psychological
- [x] Speech/Language
- [x] Vocational
- [x] Central Auditory Processing

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [x] Summer Camp
- [ ] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [ ] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [ ] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [ ] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [ ] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 6

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted to be Determined
- [x] Standardized Tests Administered to be Determined

Children's Day School
946 Edgewood Avenue
Trenton, NJ
(609) 695-8769
Mercer County

TYPE OF PROGRAM(S) OFFERED:
Day School – Extended Year

DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
8:30 - 5:30
12 Months

ELIGIBILITY CRITERIA

Coeducational
5 - 18 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

Deaf
Blind
Non-Ambulatory

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [x] Formal Diagnostic
- [x] Medical
- [x] Neurological
- [x] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [x] Extended Day Activities
- [x] Follow-up Services
- [ ] Home Training Program (parents)
- [ ] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [x] Summer Camp
- [ ] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [ ] Internships
- [ ] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [ ] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [x] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 8

1 Staff per 3 Individuals with Autism

One-to-One Available? No

MEASUREMENT DEVICES

- [ ] Data-Based Programs
- [x] Progress Reports Submitted Quarterly
- [x] Standardized Tests Administered When Requested

Child Development Center
60 West Street
Bloomfield, NJ 07003
(201) 429-8110
Essex County

TYPE OF PROGRAM(S) OFFERED:
Day School

DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
9:15 - 2:15
10 Months

ELIGIBILITY CRITERIA

Coeducational
5 - 20 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

Deaf
Blind
Non-Ambulatory

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☒ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☒ Psychological
- ☒ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☒ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☐ Information & Referral
- ☐ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☐ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☐ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☐ Behavior
- ☒ Play
- ☒ Psychopharmacology
- ☒ Psychotherapy

Average Group Size: 5

1 Staff per 5 Individuals with Autism

One-to-One Available? No

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☒ Standardized Tests Administered Yearly

Children's Institute
51 Old Road
Livingston, NJ 07039
(201) 740-1663
Essex County

TYPE OF PROGRAM(S) OFFERED:
Day School

DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
9:00 - 3:00
10 Months

ELIGIBILITY CRITERIA

Coeducational
5 - 14 Years
County Eligible:
Essex, Hudson, Union,
Passaic, Morris

EXCLUSION CRITERIA

Deaf
Blind

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [ ] Formal Diagnostic
- [x] Medical
- [ ] Neurological
- [x] Psychological
- [x] Speech/Language
- [ ] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [ ] Follow-up Services
- [ ] Home Training Program (parents)
- [x] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [ ] Summer Camp
- [ ] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [ ] Information & Referral
- [ ] Internships
- [ ] Research
- [ ] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [ ] Total Communication
- [ ] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [x] Play
- [ ] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 6

1 Staff per 3 Individuals with Autism

One-to-One Available? No

MEASUREMENT DEVICES

- [ ] Data-Based Programs
- [x] Progress Reports Submitted Three Times a Year
- [ ] Standardized Tests Administered

Children's Psychiatric Center (CPC)
Residential Treatment Program
59 Broad Street
Eatontown, NJ 07724
(201) 591-1750
Monmouth County

TYPE OF PROGRAM(S) OFFERED:
Day School – Extended Year
Residential School
Adult Residential Program
Community Based Living

ALL OF ABOVE INFORMATION

OPERATING TIME
Year Round

ELIGIBILITY CRITERIA
Coeducational
5 +
N.J. Residents Eligible

EXCLUSION CRITERIA
Deaf
Non-Ambulatory

— SERVICES PROVIDED —

EVALUATIONS
- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [x] Formal Diagnostic
- [x] Medical
- [x] Neurological
- [x] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT
- [ ] Emergency Respite Care
- [x] Extended Day Activities
- [x] Follow-up Services
- [ ] Home Training Program (parents)
- [x] Parent Support Meetings
- [x] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [x] Summer Camp
- [x] Transitional Services
- [x] Weekend Activities

MISCELLANEOUS
- [x] Information & Referral
- [ ] Internships
- [ ] Research
- [ ] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS
- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING
- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES
- [x] Behavioral
- [x] Developmental
- [ ] Incidental

THERAPY TECHNIQUES
- [x] Behavior
- [x] Play
- [x] Psychopharmacology
- [x] Psychotherapy

Average Group Size: 6

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES
- [ ] Data-Based Programs
- [x] Progress Reports Submitted Semi-Annually
- [x] Standardized Tests Administered Yearly

Community Living For The Autistic (CLFA)
71 University Place
Princeton, NJ 08540
(609) 683-0141
Mercer County

TYPE OF PROGRAM(S) OFFERED:
Community Based Living Arrangements
– Group Homes
In-Home Respite Care (Pg. 54)

GROUP HOME INFORMATION

OPERATING TIME
Year Round

ELIGIBILITY CRITERIA
Coeducational
10 +
N.J. Residents Eligible

EXCLUSION CRITERIA
None

— SERVICES PROVIDED —

EVALUATIONS
- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT
- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS
- ☒ Information & Referral
- ☐ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS
- ☐ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☐ Vocational/Work Activities

TYPE OF PROGRAMMING
- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES
- ☒ Behavioral
- ☐ Developmental
- ☒ Incidental

THERAPY TECHNIQUES
- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES
- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Monthly
- ☐ Standardized Tests Administered

Community Living For The Autistic (CLFA)
71 University Place
Princeton, NJ 08540
(609) 683-0141
Mercer County

TYPE OF PROGRAM(S) OFFERED:
Community Based Living Arrangements
– Group Homes (Pg. 53)
In-Home Respite Care

IN-HOME RESPITE CARE INFORMATION

OPERATING TIME

Pre-Arranged Schedule with Individual Family

ELIGIBILITY CRITERIA

Coeducational

3 +

Central N.J. Residents Eligible

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☒ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☐ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☐ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☐ Speech/Language
- ☐ Total Communication
- ☐ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☐ Developmental
- ☒ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 1 Individual with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Monthly
- ☐ Standardized Tests Administered

Douglass Developmental Disabilities Center (DDDC)
Gibbons Campus – Douglass College
New Brunswick, NJ 08903
(201) 932-9137
Middlesex County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School – Extended Year

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME
Monday - Friday
9:30 - 2:30
12 Months

ELIGIBILITY CRITERIA
Coeducational
2 - 21 Years
N.J. Residents Eligible

EXCLUSION CRITERIA
None

— SERVICES PROVIDED —

EVALUATIONS
- ☐ Audiological
- ☒ Behavioral
- ☒ Comprehensive
- ☒ Educational
- ☒ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☒ Psychological
- ☒ Speech/Language
- ☐ Vocational

SUPPORT
- ☐ Emergency Respite Care
- ☒ Extended Day Activities
- ☒ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☒ Transitional Services
- ☒ Weekend Activities

MISCELLANEOUS
- ☒ Information & Referral
- ☒ Internships
- ☒ Research
- ☒ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS
- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☐ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING
- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES
- ☒ Behavioral
- ☒ Developmental
- ☒ Incidental

THERAPY TECHNIQUES
- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: 5

1 Staff per 1, 2, 3 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES
- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☒ Standardized Tests Administered as Needed

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The Deane-Maddock School
Route 73 South R.D. #1
Marlton, NJ 08053
(609) 424-8388
Camden County

TYPE OF PROGRAM(S) OFFERED:
Day School

DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
8:15 - 2:00
10 Months

ELIGIBILITY CRITERIA

Coeducational
5 - 21 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

Blind/Partially Sighted
Non-Ambulatory
Toilet Training Problem

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☐ Information & Referral
- ☐ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☐ Daily Living (e.g., self care)
- ☐ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☐ Socialization
- ☒ Speech/Language
- ☐ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: 8

1 Staff per 4 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☒ Standardized Tests Administered Semi-Annually

Eden Institute
1 Logan Drive
Princeton, NJ 08540
(609) 987-0099
Mercer County

TYPE OF PROGRAM(S) OFFERED:

Pre-School
Day School – Extended Year
Community Living – Group Homes (Pg. 58)
Adult Training Center (Pg. 59)
In-home Respite Care (Pg. 60)

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
9:00 - 2:30
12 Months

ELIGIBILITY CRITERIA

Coeducational
3 - 21 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

Blind/Partially Sighted
Non-Ambulatory

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [x] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [ ] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [x] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [x] Peer Tutor/Special Friends Program
- [x] Respite Care
- [x] Sibling Support Meetings
- [ ] Summer Camp
- [x] Transitional Services
- [ ] Weekend Activities
- [x] Residential Summer Program

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [x] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [ ] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [ ] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: N/A

1 Staff per 1.4 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted Quarterly
- [x] Standardized Tests Administered Semi-Annually

Eden Institute
1 Logan Drive
Princeton, NJ 08540
(609) 987-0099
Mercer County

TYPE OF PROGRAM(S) OFFERED:

Pre-School (Pg. 57)
Day School – Extended Year (Pg. 57)
Community Living – Group Homes
Adult Training Center (Pg. 59)
In-home Respite Care (Pg. 60)

EDEN A.C.R.E.'s - GROUP HOME INFORMATION

OPERATING TIME

Year-Round

ELIGIBILITY CRITERIA

Male Only
12 - 18 Years;
18 Years & Older
N.J. Residents Eligible

EXCLUSION CRITERIA

Non-Ambulatory
Diabetic

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [ ] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [ ] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT

- [x] Emergency Respite Care
- [x] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [x] Respite Care
- [x] Sibling Support Meetings
- [x] Summer Camp
- [x] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [ ] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [ ] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [ ] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: N/A

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted Monthly
- [ ] Standardized Tests Administered

Eden Institute
1 Logan Drive
Princeton, NJ 08540
(609) 987-0099
Mercer County

TYPE OF PROGRAM(S) OFFERED:

Pre-School (Pg. 57)
Day School – Extended Year (Pg. 57)
Community Living – Group Homes (Pg. 58)
Adult Training Center
In-home Respite Care (Pg. 60)

PROJECT W.E.R.C. - ADULT TRAINING CENTER INFORMATION

OPERATING TIME

Monday - Friday
9:00 - 3:00
12 Months

ELIGIBILITY CRITERIA

Coeducational
21 Years & Older
N.J. Residents Eligible

EXCLUSION CRITERIA

Non-Ambulatory
Toilet Training Problem

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☒ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☒ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☐ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☒ Internships
- ☒ Research
- ☒ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☐ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 3.5 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Three Times Per Year
- ☐ Standardized Tests Administered
- ☒ Project W.E.R.C. Assessment Administered Yearly

Eden Institute
1 Logan Drive
Princeton, NJ 08540
(609) 987-0099
Mercer County

TYPE OF PROGRAM(S) OFFERED:

Pre-School (Pg. 57)
Day School - Extended Year (Pg. 57)
Community Living - Group Homes (Pg. 58)
Adult Training Center (Pg. 59)
In-home Respite Care

IN-HOME RESPITE CARE INFORMATION

OPERATING TIME

Pre-arranged Schedule with Individual Family

ELIGIBILITY CRITERIA

Coeducational
3 - 21 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

Blind/Partially Sighted
Non-Ambulatory

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [x] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [ ] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [x] Respite Care
- [x] Sibling Support Meetings
- [ ] Summer Camp
- [ ] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [x] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [ ] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [ ] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: N/A

1 Staff per 1 Individual with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted as Required
- [ ] Standardized Tests Administered

The Felician School
P.O. Box 530
Lodi, NJ 07644
(201) 777-5355
Bergen County

TYPE OF PROGRAM(S) OFFERED:
Day School

DAY SCHOOL INFORMATION

OPERATING TIME

Monday – Friday
8:30 - 2:00
10 Months

ELIGIBILITY CRITERIA

Coeducational
6 - 11 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

Non-Ambulatory
Aggressive
Self-Injury

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☐ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☐ Information & Referral
- ☐ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☐ Independent Living (e.g., shopping)
- ☐ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☐ Socialization
- ☒ Speech/Language
- ☐ Total Communication
- ☐ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☐ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: 6

1 Staff per 3 Individuals with Autism

One-to-One Available? No

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☒ Progress Reports Submitted Three Times Per Year
- ☐ Standardized Tests Administered

Forum School
107 Wykoff Road
Waldwick, NJ 07463
(201) 444-5882
Bergen County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School - Extended Year

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
9:30 - 2:30
11 Months

ELIGIBILITY CRITERIA

Coeducational
2 - 17 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [ ] Comprehensive
- [ ] Educational
- [ ] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [ ] Psychological
- [ ] Speech/Language
- [ ] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [x] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [x] Sibling Support Meetings
- [x] Summer Camp
- [x] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [ ] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [ ] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [x] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [x] Play
- [x] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 5

2 Staff per 5 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [ ] Data-Based Programs
- [x] Progress Reports Submitted Three Times a Year
- [x] Standardized Tests Administered Yearly

Harbor School
240 Broad Street
Eatontown, NJ 07724
(201) 544-9394
Monmouth County

TYPE OF PROGRAM(S) OFFERED:
Day School

DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
8:45 - 2:30
10 Months

ELIGIBILITY CRITERIA

Coeducational
5 - 9 Years
County Eligible:
Monmouth

EXCLUSION CRITERIA

Deaf
Non-Ambulatory
Seriously Self-Abusive

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [ ] Comprehensive
- [x] Educational
- [ ] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [ ] Psychological
- [x] Speech/Language
- [ ] Vocational
- [x] Occupational Therapy

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [ ] Summer Camp
- [x] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [ ] Information & Referral
- [ ] Internships
- [ ] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [ ] Independent Living (e.g., shopping)
- [ ] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [x] Psychopharmacology
- [ ] Psychotherapy
- [x] Art, Music, Movement

Average Group Size: 6

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted Three Times Per Year
- [x] Standardized Tests Administered Yearly

Kingsway Learning Center
144 Kings Highway West
Haddonfield, NJ 08033
(609) 428-8108
Camden County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
8:30 - 2:15
10 Months

ELIGIBILITY CRITERIA

Coeducational
3 - 14 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [ ] Comprehensive
- [x] Educational
- [ ] Formal Diagnostic
- [x] Medical
- [x] Neurological
- [x] Psychological
- [x] Speech/Language
- [ ] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [ ] Summer Camp
- [ ] Transitional Services
- [ ] Weekend Activities

MISCELLANEOUS

- [ ] Information & Referral
- [ ] Internships
- [ ] Research
- [ ] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [ ] Independent Living (e.g., shopping)
- [ ] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [ ] Total Communication
- [ ] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [x] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [x] Play
- [ ] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 6

1 Staff per 3 Individuals with Autism

One-to-One Available? No

MEASUREMENT DEVICES

- [ ] Data-Based Programs
- [x] Progress Reports Submitted Three Times Per Year
- [x] Standardized Tests Administered Yearly

The Midland School
P.O. Box 5026
North Branch, NJ 08876
(201) 722-8222
Somerset County

TYPE OF PROGRAM(S) OFFERED:
Day School

DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
9:00 - 3:00
12 Months

ELIGIBILITY CRITERIA

Coeducational
5 - 21 Years
Central N.J. Residents Eligible

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☒ Peer Tutor/Special Friends Program
- ☒ Respite Care
- ☒ Sibling Support Meetings
- ☒ Summer Camp
- ☐ Transitional Services
- ☒ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☒ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☐ Play
- ☒ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: 8

1 Staff per 8 Individuals with Autism

One-to-One Available? No

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☐ Standardized Tests Administered

North Jersey Child Development Center
125 Ridgedale Avenue
Cedar Knolls, NJ 07927
(201) 538-0820
Morris County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
9:00 - 2:00
10 Months

ELIGIBILITY CRITERIA

Coeducational
3 - 21 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

Non-Ambulatory
Management by Medication

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☐ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☐ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☐ Information & Referral
- ☐ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☐ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☐ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☐ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: 8

1 Staff per 3 Individuals with Autism

One-to-One Available? No

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☒ Progress Reports Submitted Three Times Per Year
- ☐ Standardized Tests Administered

P.A.C.E. South Jersey
816 Edge Park Drive
Haddonfield, NJ 08033
(609) 428-5693
Camden County

TYPE OF PROGRAM(S) OFFERED:
Summer Camp

SUMMER CAMP INFORMATION

OPERATING TIME

Monday - Friday
9:00 - 2:00
August

ELIGIBILITY CRITERIA

U.S. Residents Eligible

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☒ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☐ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☐ Developmental
- ☒ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☒ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☒ Data-Based Programs
- ☒ Progress Reports Submitted
- ☐ Standardized Tests Administered

Princeton Child Development Institute (PCDI)
300 Cold Soil Road
Princeton, NJ 08540
(609) 924-6280
Mercer County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School - Extended Year
Community Living – Group Homes
(Pg. 69)

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME
Monday - Friday
9:00 - 2:30
11 Months

ELIGIBILITY CRITERIA
Coeducational
2 - 21 Years
U.S. Residents Eligible

EXCLUSION CRITERIA
Blind/Partially Sighted

— SERVICES PROVIDED —

EVALUATIONS
- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☒ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT
- ☒ Emergency Respite Care
- ☐ Extended Day Activities
- ☒ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☒ Peer Tutor/Special Friends Program
- ☒ Respite Care
- ☒ Sibling Support Meetings
- ☐ Summer Camp
- ☒ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS
- ☒ Information & Referral
- ☒ Internships
- ☒ Research
- ☒ Workshops/Seminars
- ☒ Training & Consultation to Other Programs

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS
- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☐ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING
- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES
- ☒ Behavioral
- ☐ Developmental
- ☒ Incidental

THERAPY TECHNIQUES
- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 1.5 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES
- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☒ Standardized Tests Administered Yearly

Princeton Child Development Institute (PCDI)
300 Cold Soil Road
Princeton, NJ 08540
(609) 924-6280
Mercer County

TYPE OF PROGRAM(S) OFFERED:
Pre-School (Pg. 68)
Day School – Extended Year (Pg. 68)
Community Living - Group Homes

FAMILY FOCUS – GROUP HOME INFORMATION

OPERATING TIME
Year Round

ELIGIBILITY CRITERIA
Coeducational
7 - 21 Years
N.J. Residents Eligible

EXCLUSION CRITERIA
Blind/Partially Sighted

— SERVICES PROVIDED —

EVALUATIONS
- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☒ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT
- ☒ Emergency Respite Care
- ☒ Extended Day Activities
- ☒ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☒ Peer Tutor/Special Friends Program
- ☒ Respite Care
- ☒ Sibling Support Meetings
- ☐ Summer Camp
- ☒ Transitional Services
- ☒ Weekend Activities

MISCELLANEOUS
- ☒ Information & Referral
- ☒ Internships
- ☒ Research
- ☒ Workshops/Seminars
- ☒ Training & Consultation to Other Programs

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS
- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☐ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING
- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES
- ☒ Behavioral
- ☐ Developmental
- ☒ Incidental

THERAPY TECHNIQUES
- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 1.1 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES
- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☒ Standardized Tests Administered Yearly

P.S. 31 (P–E–A–C–H Program)
3055 Kennedy Blvd.
Jersey City, NJ 07306
(201) 547-5841
Hudson County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School - Extended Year

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
8:30 - 2:30
12 Months

ELIGIBILITY CRITERIA

Coeducational
3 - 21 Years
County Eligible: Hudson

EXCLUSION CRITERIA

Blind
Non-Ambulatory
Diabetic

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☒ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☒ Home Training Program (parents)
- ☐ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☐ Information & Referral
- ☒ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☐ Independent Living (e.g., shopping)
- ☐ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☐ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☐ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☐ Behavior
- ☒ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: 5

1 Staff per 3 Individuals with Autism

One-to-One Available? No

MEASUREMENT DEVICES

- ☒ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☐ Standardized Tests Administered

SEARCH INC.
73 Wickapecko Drive
Ocean, NJ 07712
(201) 531-0454
Monmouth County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School – Extended Year
Adult Training Center (Pg. 72)
Community Living – Group Home (Pg. 73)

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
9:00 - 3:00
12 Months

ELIGIBILITY CRITERIA

Coeducational
3 - 21 Years
County Eligible:
Monmouth, Ocean, Middlesex

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [ ] Comprehensive
- [x] Educational
- [x] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [ ] Psychological
- [x] Speech/Language
- [ ] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [ ] Extended Day Activities
- [x] Follow-up Services
- [x] Home Training Program (parents)
- [x] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [x] Sibling Support Meetings
- [x] Summer Camp
- [x] Transitional Services
- [x] Weekend Activities

MISCELLANEOUS

- [x] Information & Referral
- [x] Internships
- [ ] Research
- [x] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [ ] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 5

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [ ] Data-Based Programs
- [x] Progress Reports Submitted Quarterly
- [x] Standardized Tests Administered as Needed

SEARCH INC.
73 Wickapecko Drive
Ocean, NJ 07712
(201) 531-0454
Monmouth County

TYPE OF PROGRAM(S) OFFERED:

Pre-School (Pg. 71)
Day School – Extended Year (Pg. 71)
Adult Training Center
Community Living – Group Home (Pg. 73)

ADULT TRAINING CENTER INFORMATION

OPERATING TIME

Monday - Friday
8:30 - 4:30
12 Months

ELIGIBILITY CRITERIA

Coeducational
21 Years and Older
Region Eligible:
Division of Developmental Disabilities – Central Region

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- [ ] Audiological
- [x] Behavioral
- [ ] Comprehensive
- [ ] Educational
- [ ] Formal Diagnostic
- [ ] Medical
- [ ] Neurological
- [x] Psychological
- [ ] Speech/Language
- [x] Vocational

SUPPORT

- [x] Emergency Respite Care
- [ ] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [ ] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [ ] Summer Camp
- [ ] Transitional Services
- [x] Weekend Activities

MISCELLANEOUS

- [ ] Information & Referral
- [ ] Internships
- [ ] Research
- [ ] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [ ] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [ ] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [ ] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [ ] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: N/A

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [ ] Data-Based Programs
- [ ] Progress Reports Submitted
- [ ] Standardized Tests Administered
- [x] Yearly IHP – Quarterly Review

SEARCH INC.
73 Wickapecko Drive
Ocean, NJ 07712
(201) 531-0454
Monmouth County

TYPE OF PROGRAM(S) OFFERED:
Pre-School (Pg. 71)
Day School – Extended Year (Pg. 71)
Adult Training Center (Pg. 72)
Community Living – Group Home

SEARCH MEADOWS – GROUP HOME INFORMATION

OPERATING TIME

Year Round

ELIGIBILITY CRITERIA

Male Only
21 Years and Older
Region Eligible:
Division of Developmental Disabilities – Central Region

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☐ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☐ Home Training Program (parents)
- ☐ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☐ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☐ Information & Referral
- ☐ Internships
- ☐ Research
- ☐ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☐ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☐ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☐ Total Communication
- ☐ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☐ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☐ Progress Reports Submitted
- ☐ Standardized Tests Administered
- ☒ Yearly IHP

Sunny Day School Treatment Center, Inc.
Route 73 South
R.D. 1
Voorhees Township
Marlton, NJ 08053
(609) 424-6203
Camden County

TYPE OF PROGRAM(S) OFFERED:
Pre-School
Day School – Extended Year
In-home Respite Care (Pg. 75)

PRE-SCHOOL/DAY SCHOOL INFORMATION

OPERATING TIME

Monday - Friday
8:30 - 2:30
11 Months

ELIGIBILITY CRITERIA

Coeducational
3 - 14 Years
U.S. Residents Eligible

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☒ Psychological
- ☒ Speech/Language
- ☐ Vocational

SUPPORT

- ☒ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☒ Peer Tutor/Special Friends Program
- ☒ Respite Care
- ☒ Sibling Support Meetings
- ☒ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☒ Internships
- ☒ Research
- ☒ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☐ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☐ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☒ Play
- ☐ Psychopharmacology
- ☒ Psychotherapy

Average Group Size: 8

1 Staff per 2 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☒ Progress Reports Submitted Quarterly
- ☒ Standardized Tests Administered Yearly

Sunny Day School Treatment Center, Inc.
Route 73 South
R.D. 1
Voorhees Township
Marlton, NJ 08053
(609) 424-6203
Camden County

TYPE OF PROGRAM(S) OFFERED:

Pre-School (Pg. 74)
Day School – Extended Year (Pg. 74)
In-home Respite Care

IN-HOME RESPITE CARE INFORMATION

OPERATING TIME

Pre-arranged Schedule with Individual Family

ELIGIBILITY CRITERIA

Coeducational

3 - 21 Years

County Eligible:
Camden, Gloucester, Burlington, Salem, Atlantic

EXCLUSION CRITERIA

None

— SERVICES PROVIDED —

EVALUATIONS

- ☐ Audiological
- ☒ Behavioral
- ☐ Comprehensive
- ☒ Educational
- ☐ Formal Diagnostic
- ☐ Medical
- ☐ Neurological
- ☐ Psychological
- ☐ Speech/Language
- ☐ Vocational

SUPPORT

- ☐ Emergency Respite Care
- ☐ Extended Day Activities
- ☐ Follow-up Services
- ☒ Home Training Program (parents)
- ☒ Parent Support Meetings
- ☐ Peer Tutor/Special Friends Program
- ☐ Respite Care
- ☒ Sibling Support Meetings
- ☐ Summer Camp
- ☐ Transitional Services
- ☐ Weekend Activities

MISCELLANEOUS

- ☒ Information & Referral
- ☒ Internships
- ☐ Research
- ☒ Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- ☒ Academics
- ☒ Behavior Management
- ☒ Daily Living (e.g., self care)
- ☒ Independent Living (e.g., shopping)
- ☒ Leisure/Recreation
- ☒ Occupational Therapy/ Motor Development
- ☒ Socialization
- ☒ Speech/Language
- ☒ Total Communication
- ☒ Vocational/Work Activities

TYPE OF PROGRAMMING

- ☒ Instruction (Skill Building)
- ☒ Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- ☒ Behavioral
- ☒ Developmental
- ☐ Incidental

THERAPY TECHNIQUES

- ☒ Behavior
- ☒ Play
- ☐ Psychopharmacology
- ☐ Psychotherapy

Average Group Size: N/A

1 Staff per 1 Individual with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- ☐ Data-Based Programs
- ☒ Progress Reports Submitted Weekly
- ☐ Standardized Tests Administered Yearly

Teaching Family Center For Autistic Children
Johnson Park School
Rosedale Road
Princeton, NJ 08540
(609) 924-7223
Mercer County

TYPE OF PROGRAM(S) OFFERED:
Residential (Group Homes) School

RESIDENTIAL SCHOOL INFORMATION

OPERATING TIME

Year Round

ELIGIBILITY CRITERIA

Coeducational
12 - 21 Years
N.J. Residents Eligible

EXCLUSION CRITERIA

Deaf
Blind/Partially Sighted
Non-Ambulatory

— SERVICES PROVIDED —

EVALUATIONS

- [x] Audiological
- [x] Behavioral
- [x] Comprehensive
- [x] Educational
- [x] Formal Diagnostic
- [x] Medical
- [x] Neurological
- [x] Psychological
- [x] Speech/Language
- [x] Vocational

SUPPORT

- [ ] Emergency Respite Care
- [x] Extended Day Activities
- [ ] Follow-up Services
- [x] Home Training Program (parents)
- [ ] Parent Support Meetings
- [ ] Peer Tutor/Special Friends Program
- [ ] Respite Care
- [ ] Sibling Support Meetings
- [ ] Summer Camp
- [x] Transitional Services
- [x] Weekend Activities

MISCELLANEOUS

- [ ] Information & Referral
- [ ] Internships
- [ ] Research
- [ ] Workshops/Seminars

— PROGRAM SPECIFICS —

INSTRUCTIONAL AREAS

- [x] Academics
- [x] Behavior Management
- [x] Daily Living (e.g., self care)
- [x] Independent Living (e.g., shopping)
- [x] Leisure/Recreation
- [x] Occupational Therapy/ Motor Development
- [x] Socialization
- [x] Speech/Language
- [x] Total Communication
- [x] Vocational/Work Activities

TYPE OF PROGRAMMING

- [x] Instruction (Skill Building)
- [x] Treatment (Behavior Reduction)

TEACHING TECHNIQUES

- [x] Behavioral
- [x] Developmental
- [x] Incidental

THERAPY TECHNIQUES

- [x] Behavior
- [ ] Play
- [x] Psychopharmacology
- [ ] Psychotherapy

Average Group Size: 5

3 Staff per 5 Individuals with Autism

One-to-One Available? Yes

MEASUREMENT DEVICES

- [x] Data-Based Programs
- [x] Progress Reports Submitted Monthly
- [x] Standardized Tests Administered Yearly

PART II

NON-SPECIALIZED PROGRAMS

Early Intervention Programs

Early Intervention Programs are free, comprehensive, transdisciplinary programs designed to meet the physical, sensory, communication, cognitive and social-emotional needs of handicapped children from birth to age three. Through activities, exercises, and one-to-one attention from trained staff, Early Intervention Programs meet the special needs of each child. These programs help families too, by showing parents ways to encourage their child's development at home. Applications can be made directly to the program in your area or you can call CHILD FIND 800-322-8174 or SCRIP 800-792-8858.

ATLANTIC COUNTY

Children's Seashore House
Early Intervention Program
35 South Annapolis Avenue
Atlantic City, NJ 08401
(609) 345-5191

2nd Site:
Berlin, NJ

BERGEN COUNTY

Cerebral Palsy Center of Bergen County
241 N. Van Dien Avenue
Ridgewood, NJ 07450
(201) 444-6017

Bergen Passaic ARC
The CHILD Center
84 Hickory Avenue
Bergenfield, NJ 07621
(201) 384-1213

2nd Site:
Paterson, NJ

3rd Site:
Pompton Lakes, NJ

Infant Development Program
Attn: Dept. of Speech Pathology
North Jersey Training School
P.O. Box 169
Minnisinck Road
Totowa, NJ 07511
(201) 256-1700

Institute For Child Development
Early Intervention Program
Hackensack Medical Center
Johnson Hall
30 Prospect Avenue
Hackensack, NJ 07601
(201) 441-2431

Multiply Handicapped Pre-School
Developmental Training Program
Special Services School District
of Bergen County
Multiply Handicapped Program
400 Paramus Road
Paramus, NJ 07652
(201) 447-3131

Northwest Bergen Council for Special Education
Pre-School Program
P.O. Box 12
Allendale, NJ 07401
(201) 327-8596

BURLINGTON COUNTY

Memorial Hospital of Burlington County
Early Intervention Program
Tiffany Square Office Building
Suite 102
Mount Holly, NJ 08060
(609) 261-7049

2 Site:
Fort Dix, NJ

Association For Retarded Citizens
of Burlington County
Early Intervention Program
1011 Deacon Road
Hainesport, NJ 08036
(609) 267-5453

2nd Site:
Pemberton, NJ

CAMDEN COUNTY

Our Lady of Lourdes Medical Center
Child Development Services
Early Intervention Program
1600 Haddon Avenue
Camden, NJ 08103
(609) 757-3939

Davis School
34th and High Streets
Camden, NJ 08105
(609) 541-1181

Cooper Medical Center
1 Cooper Plaza
Camden, NJ 08103
(609) 342-2257

Kingsway Learning Center - Infant Program
144 Kings Highway West
Haddonfield, NJ 08033
(609) 428-8108

Camden County Pre-School –
Medical Day Care
Archway School
197 Jackson Road
Atco, NJ 08004
(609) 768-2770

CAPE MAY COUNTY

Cape May County Schools
For Special Services
Early Intervention Program - Infant Project
Cresthaven Road
Cape May Court House,NJ 08332
(609) 465-2721

CUMBERLAND COUNTY

Shirley Eves Center/Cumberland County
Early Intervention Program
10th and Vine
Millville, NJ 08332
(609) 825-5840

2nd Site:
Salem, NJ

ESSEX COUNTY

Stepping Stones - Essex Unit, NJARC
Trinity Covenant Church
E. Cedar St. and Northfield Ave.
Livingston, NJ 07039
(201) 992-9830 or 676-8070

Home Management/Infant Stimulation
Stepping Stones
62 N. Walnut St.
East Orange, NJ 07017
(201) 676-8070

Milburn School for the Deaf
Deaf and Blind Infant Stimulation Program
Spring and Willow Streets
Milburn, NJ 07041
(201) 376-9430

Essex County UCP of North Jersey
91 S. Harrison Street
East Orange, NJ 07018
(201) 674-1150

2nd Site:
Hoboken, NJ

Essex County and West Hudson CP Center
7 Standford Ave.
Belleville, NJ 07109
(201) 751-0200

Newark Beth Israel Medical Center
at Osborne Terrace
201 Lyons Ave.
Newark, NJ 07112
(201) 926-7011

Shapiro Center For Infant Development
Early Intervention Program
Association For Retarded Citizens
Church-at-the-Crossroads
10 South Oraton Parkway
East Orange, NJ 07018
(201) 676-3044

Early Intervention Program
Jeffrey Dworkin Infant and
Child Development Center
St. Barnabas Medical Center
Old Short Hills Road
Livingston, NJ 07039
(201) 533-5667

Early Intervention Program
Psychoeducational Center
Montclair State College
Upper Montclair, NJ 07043
(201) 893-4255

Early Intervention Program
Child Development Center
United Hospital Medical Center
Children's Hospital of NJ
15 South 9th Avenue
Newark, NJ 07107
(201) 268-8491

GLOUCESTER COUNTY

Infant Learning Program
St. John of God Community Services
532 Delsea Drive
Westville Grove, NJ 08093
(609) 848-4700

HUDSON COUNTY

Hudson County Infant Stimulation Program
Hudson Unit, NJARC
114 Clifton Place
Jersey City, NJ 07304

2nd Site:
Union City, NJ

3rd Site:
Kearny, NJ
4th Site:
Bayonne, NJ

Milestones Child Development Center
Early Intervention Program
Hudson Unit-Association For Retarded Citizens
114 Clifton Place
Jersey City, NJ 07304
(201) 434-6461

2nd Site:
Union City, NJ

3rd & 4th Site:
Kearny, NJ

United Cerebral Palsy of North Jersey
North Jersey/Hudson County
Early Intervention Program
1005-7 Washington Street
Hoboken, NJ 07030
(201) 656-3897

HUNTERDON COUNTY

Child Development Program
Hunterdon Medical Center
Route 31
Flemington, NJ 08822
(201) 782-2121 ext. 391

MERCER COUNTY

Developmental Day Care
Early Intervention Program
1133 Pennsylvania Ave.
Trenton, NJ 08638
(609) 392-1616

Mercer County Special Services
School District
Project Child, Infant and Toddler Project
4600 Nottingham Way
Hamilton Township, NJ 08690
(609) 882-1475

2nd Site:
Trenton, NJ

Institute for Study of Exceptional Children
Contingency Intervention Project
Educational Testing Service, R-144
Rosedale Road
Princeton, NJ 08541
(609) 734-5581

Early Intervention Program
Marie H. Katzenbach School For the Deaf
Coordinator
320 Sullivan Way
West Trenton, NJ 08625
(201) 883-2600 ext. 217

MIDDLESEX COUNTY

Infant and Child Development Program
Cerebral Palsy Treatment Center
Oak Drive - Rosevelt Park
Edison, NJ 08818
(201) 549-5580

Infant and Toddler Development Programs
Department of Pediatric Rehabilitation
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, NJ 08820
(201) 548-7610

Child Development Program
Laurie Neurodevelopmental Institute
Dept. of Pediatrics, Rutgers Medical School
Middlesex General Hospital
New Brunswick, NJ 08901
(201) 828-3095

Raritan Valley Unit, NJARC
Infant Development Program
1014 Livingston Avenue
North Brunswick, NJ 08902
(201) 846-2586

MONMOUTH COUNTY

Family Resource Associates, Inc.
35 Haddon Avenue
Shrewsbury, NJ 07701
(201) 747-5310

Family Resource Associates, Inc.
P.O. Box 39
Oakhurst, NJ 07755
(201) 946-8110

Neptune Township Schools
Special Services for the Hearing Impaired
2160 Bangs Ave.
Neptune, NJ 07753
(201) 988-7500

MORRIS COUNTY

Morris Unit, NJARC
Infant Enrichment Program
P.O. Box 123
Morris Plains, NJ 07950
(201) 326-9750

2nd Site:
Flanders, NJ

3rd Site:
Parsipanny, NJ

4th Site:
Rockaway, NJ

5th Site:
Hanover, NJ

Mountain Lakes Public School
Early Intervention Program - (HI)
400 Blvd.
Mountain Lakes, NJ 07046
(201) 299-0166

Morris County Society for Crippled
Children & Adults
Parent-Child Program
260 Tabor Road
Route 53
Morris Plains, NJ 07950
(201) 539-5636

OCEAN COUNTY

Early Intervention Program, Inc.
8 Robbins Street
Toms River, NJ 08753
(201) 240-2121

2nd Site:
Lakewood, NJ

3rd Site:
Barnegat, NJ

4th Site:
Aberdeen, NJ

5th & 6th Site:
Wall, NJ

PASSAIC COUNTY

Passaic County Elks CP Treatment Center
1481 Main Avenue
Clifton, NJ 07011
(201) 772-2600

North Jersey Training School
Department of Speech Pathology
Infant Stimulation Program
P.O. Box 169
Minnisink Road
Totowa, NJ 07511
(201) 256-1700, ext. 306

SOMERSET COUNTY

Infant Stimulation
Jerry Davis Early Childhood Center
Hamilton School
Basking Ridge, NJ 07920
(201) 658-4359

SUSSEX COUNTY

Early Intervention Program
P.O. Box 248
3 Main Street
Newton, NJ 07860
(201) 383-2343

UNION COUNTY

Union County Unit, NJARC
Kohler Child Development Center
39 Wavecrest Avenue
Winfield Park, NJ 07036
(201) 925-2390

2nd Site:
Murray Hill, NJ

Early Intervention Program
Summit Speech School
34 Upper Overlook Road
Summit, NJ 07901
(201) 277-3353

Pre-School (Outpatient)
Children's Specialized Hospital
New Providence Road
Mountainside, NJ 07091
(201) 233-3720

Early Intervention Program
United Cerebral Palsy League
of Union County
373 Clermont Terrace
Union, NJ 07083
(201) 354-5800

WARREN COUNTY

Project First Step
Warren County Infant Development Program
P.O. Box 42
5 Midtown Plaza
Washington, NJ 07882
(201) 689-1222

Pre-School Handicapped Programs

The pre-school handicapped program, funded by the New Jersey Department of Education, serves developmentally delayed children ages 3 - 5. It is designed to promote early identification and educational intervention of handicapped children during the pre-school years. Children eligible for this program will be classified "pre-school handicapped" by their school district's child study team and a referral will be made. Due to the large number of both state operated and private pre-schools, we are unable to list all the programs in the state. A list of pre-school programs for the handicapped in your area can be obtained from either your local school district or by calling the Autism Outreach Project. (See Pg. 16)

Regional Day Schools

The Regional Day Schools are operated by the New Jersey State Department of Education for children classified "deaf," "deaf-blind," "multiply handicapped" or "severely emotionally disturbed." The schools provide a comprehensive program designed to prepare each student for a life of minimal custodial care, independent living or admission into another program. In addition to self-help skills, instruction is provided in physical education, health and safety, and vocational areas. Referrals into the Regional Day Schools are generally made by the school district's child study team.

Norman A. Bleshman Regional Day School
333 E. Ridgewood Avenue
Paramus, NJ 07625

Regional Day School at Corbin City
Carl Road
Corbin City, NJ 08270

Regional Day School at Hamilton
Old Trenton Rd.
Hamilton Twp., NJ 08690

Regional Day School at Jackson
Rt. 571
Jackson, NJ 08527

Regional Day School at Jersey City
Grand Avenue
Jersey City, NJ 07305

Regional Day School at Mannington
R.D. 2 Box 350
Woodstown, NJ 08990

Regional Day School at Millburn
Spring and Willow Streets
Millburn, NJ 07041

Regional Day School at Morris
West Hanover Avenue
Morristown, NJ 07690

Regional Day School at Newark
Lyons Avenue
Newark, NJ 07112

Regional Day School at Piscataway
1670 Stelton Rd.
Piscataway, NJ 08854

Regional Day School at Winslow
Coopers Folly Rd.
Atco, NJ 08004

Day Training Centers

The Day Training Centers, operated by the Division of Developmental Disabilities, provide care and training to all persons 5 - 20 years of age who have been classified as "eligible for day training" by the local school district's child study team. The goal of the Day Training program is to increase each student's positive self-concept and independence. Center staff help students develop self-help skills including toilet training, personal grooming, communication and self-feeding. In addition to the classroom instruction, an interdisciplinary team composed of an education specialist, speech therapist, physical therapist, and social worker provides services to Day Training students. If a student shows improvement to the point where he appears to be functioning at a trainable level, a referral is made to the local public school. Referrals to Day Training Centers are made by the local school district's child study team.

State Operated Day Training Centers.

Atlantic County
1798 Tilton Rd.
Cardiff, NJ 08232
(609) 441-3527

Bergen County
374 East Ridgewood Ave.
Paramus, NJ 07652
(201) 261-6231

Burlington County
Box 1128-A, R.D. #1
Woodlane Rd.
Mt. Holly, NJ 08060
(609) 267-7595

Camden County
210 Evesham Rd.
Cherry Hill, NJ 08003
(609) 795-0282

Cumberland County
929 West Sherman Ave.
Vineland, NJ 08360
(609) 696-6830

Essex County Day Training
395-97 No. 5th St.
Newark, NJ 07107
(201) 648-4333

Gloucester County
Glassboro Rd.
R.D. #2, Box 532
Williamstown, NJ 08094
(609) 629-2400

Secaucus-Hudson County
40 Millridge Rd.
Secaucus, NJ 07094
(201) 865-4913

Mercer County
1600 Stuyvesant Ave.
Trenton, NJ 08618
(609) 394-1123, 1124

Middlesex County
1377 Rahway Ave.
Avenel, NJ 07001
(201) 499-5037

Monmouth County, New Shrewsbury
1076 Wayside Rd.
Ocean, NJ 07712
(201) 493-4470

Morris County
West Hanover and Jean Streets
Morristown, NJ 07960
(201) 538-0211, 0212

Ocean County
1141 Old Freehold Rd.
Toms River, NJ 08753
(201) 349-4442, 4447

Passaic County
Minisink Rd.
P.O. Box 62
Totowa, NJ 07512
(201) 256-3337

Somerset County
1600 Brooks Blvd.
P.O. Box 486
Manville, NJ 08835
(201) 526-1551

Union County
1524 Terrill Rd.
Scotch Plains, NJ 07076
(201) 322-1641

Warren County
Route #57, R.D. #3
Manfield Township
Washington, NJ 07882
(201) 689-4650

Wyckoff (Bergen County)
700 Mountain Avenue
Wyckoff, NJ 07481
(201) 891-2288

Private Day Training Centers
(under Contract with State)

Essex County Unit, NJARC
Day Training Program
Church of the Crosslands
10 South Oratan Parkway
East Orange, NJ 07017
(201) 674-0727

United Cerebral Palsy of North Jersey
Day Training Program
91 South Harrison St.
East Orange, NJ 07018
(201) 674-1150

Cerebral Palsy of Essex
and West Hudson
Day Training Program
7 Sanford Ave.
Belleville, NJ 07109
(201) 751-0200

St. John of God
Community Services
Day Training Program
532 Delsea Dr.
Westville Grove, NJ 08093
(609) 848-4700

Sheltered Workshop Programs

Sheltered Workshop programs provide evaluation, job training and long-term employment in the fields of labor and industry. The program is designed for developmentally disabled adults capable of producing work of economic value but not at the pace required in the competitive labor market. Applications to these programs are usually made through the Division of Vocational Rehabilitation Services district office.

ATLANTIC COUNTY

Atlantic County Opportunity Center
for the Handicapped
350 West Delilah Rd.
Pleasantville, NJ 08232
(609) 641-5160

BERGEN COUNTY

Associated Craftsmen, Inc.
15 Emerald St.
Hackensack, NJ 07601
(201) 342-5739, 5740, 6397

August H. Hoehne Rehabilitative Center
30 Newman St.
Hackensack, NJ 07601
(201) 488-9300

Friendship House
125 Atlantic Ave.
Hackensack, NJ 07601
(201) 488-2121

Seek Education and Rehabilitation
Services, Inc.
389 Main St., Suite 205-A
Hackensack, NJ 07601

BURLINGTON COUNTY

Occupational Training Center of
Burlington County, Inc.
Woodlane Rd., P.O. Box 1129-B
Mount Holly, NJ 08060
(609) 267-6677

CAMDEN COUNTY

Abilities Center of South Jersey
790 Delsea Drive
Westville, NJ 08093
(609) 848-1025

Camden County Occupational Training Center
215 W. White Horse Pike
Berlin, NJ 08009
(609) 748-0845

Goodwill Industries of Southern New Jersey
400 South 17th St.
Camden, NJ 08102
(609) 964-5800

CAPE MAY COUNTY

Jersey Cape Diagnostic Training and
Opportunity Center, Inc.
Crest Haven Complex
Crest Haven Rd.
Cape May Court House, NJ 08210

CUMBERLAND COUNTY

Easter Seals Community
Services Center
2155 S. Delsea Dr.
Vineland, NJ 08360
(609) 696-8770

ESSEX COUNTY

Jewish Vocational Service
(Opportunity Workshop)
454 William St.
East Orange, NJ 07017
(201) 674-6330

Mount Carmel Guild/Boland Rehabilitation
and Training Center
450 Market St.
Newark, NJ 07105
(201) 344-1012

Occupational Center of Essex County, Inc.
391 Lakeside Ave.
Orange, NJ 07050
(201) 672-5800

West Essex Rehabilitation Center
33C Walnut St.
P.O. Box 114
Montclair, NJ 07042
(201) 744-7733

GLOUCESTER COUNTY

Abilities Center
165 Broadway
Westville, NJ 08093
(609) 456-8111

St. John of God
Community Services
532 Delsea Dr.
Westville, NJ 08093
(609) 848-4700

HUDSON COUNTY

Goodwill Industries of New Jersey, Inc.
400 Worthington Ave.
Harrison, NJ 07029
(201) 481-2300

Occupational Center of Hudson County, Inc.
673 Montgomery St.
Jersey City, NJ 07306
(201) 432-5959, 6367

West Hudson Council for the Handicapped
Sheltered Workshop
450 Schuyler Ave.
Kearny, NJ 07032
(201) 997-6155

HUNTERDON COUNTY

Hunterdon Occupational Training Center, Inc.
Minneahoning Rd.
P.O. Box 27, R.D. #6
Flemington, NJ 08822
(201) 782-1480

MERCER COUNTY

Occupational Training Center of Mercer County
215 Fairmont Ave.
Trenton, NJ 08629
(609) 393-2483

MIDDLESEX COUNTY

Raritan Valley Workshop (Easter Seal Society)
Terminal Rd.
New Brunswick, NJ 08902
(201) 828-8080

MONMOUTH COUNTY

Monmouth Center for Vocational Rehabilitation
34 Pearl St.
Red Bank, NJ 07701
(201) 741-2061

Work Opportunity Center of Monmouth Center
Broadway
Long Branch, NJ
(201) 997-6155

MORRIS COUNTY

Occupational Training Center
for the Handicapped
Ridgedale Ave.
Cedar Knolls, NJ 07927
(201) 538-8822, 8808

OCEAN COUNTY

Occupational Center of Ocean County, Inc.
Main St.
Lakewood, NJ 08701
(201) 363-6677

PASSAIC COUNTY

Joseph Feinman Vocational Center
John St.
Haledon, NJ 07522
(201) 956-9363

SALEM COUNTY

Salem County Occupational Center
Salem-Woodstown Rd., Rt. #45
P.O. Box 5
Salem, NJ 08079
(609) 769-2100

Salem Rehabilitative Center
P.O. Box 5
Salem, NJ 08079
(609) 935-3600

SOMERSET COUNTY

Occupational Training Center
of Somerset County
10-E Easy St.
Boundbrook, NJ 08805
(201) 469-7660

SUSSEX COUNTY

Highlands Workshop
133 Main St.
Franklin, NJ 07416
(201) 827-9066

UNION COUNTY

Union County Association for Retarded Children
– Thrift Shop
60 South Ave.
Fanwood, NJ 07023
(201) 322-2240

Occupational Center of Union County, Inc.
301 Cox St.
Roselle, NJ 07203
(201) 241-7200

WARREN COUNTY

Abilities of Northwest Jersey, Inc.
255 E. Washington Ave.
P.O. Box 251
Washington, NJ 07882
(201) 689-1118

Work Activities Training Center Program

The Division of Vocational Rehabilitation Services administers the Work Activities Training Center (WATC) program. It includes training in daily living skills, transportation training, vocational evaluation, recreation and parent or guardian consultation. This program is designed for disabled adults who are not prepared to enter a sheltered workshop program. Applications to these programs can be made by calling the programs below.

Atlantic Opportunity Center
Egg Harbor, NJ
(609) 965-6871

Burlington Association for Retarded Citizens
Hainesport, NJ
(609) 267-5453

Monmouth Association for Retarded Citizens
Shrewsbury, NJ
(201) 747-2928

Somerset Association for Retarded Citizens
Manville, NJ
(201) 725-8544

Bergen/Passaic Association for
Retarded Citizens
Haledon, NJ
(201) 956-9363

Cerebral Palsy Association
Edison, NJ
(201) 549-5580

Raritan Valley Workshop
North Brunswick, NJ
(201) 828-8080

United Cerebral Palsy League of Union County
Union, NJ
(201) 354-5800

Adult Training Program

Adult Training is a community based program for mentally retarded adults, 21 years of age and older, who are ineligible for other community programs because of their level of functioning and adaptive behavior. Statewide centers operate on a year round basis and offer opportunities for training and socialization. Normalization into adult life is the key to the program. All Adult Training programs have three basic components: work activities, which include subcontracted work and vocational services; practical arts which include independent living activities; personal awareness activities such as leisure time activities and self-help skills. Referrals to the Adult Training programs are made through the Regional Offices of the Division of Developmental Disabilities. Due to the large number of both state operated and private adult training centers, we are unable to list all of the programs in the state. A list of programs in your area can be obtained from either the Regional Offices of the Division of Developmental Disabilities or by calling the Autism Outreach Project (see page 16).

In addition to the Adult Training centers, a specialized training program, Crew Labor and Production Project (CLAPP), emphasizing the development of vocational skills is available in certain locations to assist clients in preparing to move on into an actual work setting. Additional information on the CLAPP program can be obtained by calling (609) 461-3410.

PART III

RESPITE CARE/PARENT TRAINING

Respite Care/Parent Training

An in-home Respite Care/Parent Training Program is now available throughout New Jersey for individuals with autism and their families. This program is designed to meet the needs of families facing the problem of finding occasional, short-term relief from the constant care of their family member with autism as well as to help families develop problem-solving strategies to deal with their autistic family member. These services are provided in the family's home, on a pre-arranged basis, by a trained respite worker who cares for and works with the family member with autism. Qualified respite workers also provide training directed at the individual needs of each family. Parent training is provided to all client families as a condition of respite care.

The goals of this program are:

- To reduce stress and emotional strain on family members by providing readily available, short-term, competent care in the home;
- To increase the adaptive skills of both the family member with autism and other family members;
- To prevent long term or permanent displacement of a family member into a more restrictive environment.

To apply for respite services, contact your local district office of the Division of Youth and Family Services (for children under 21 years of age) or your community services regional office of the Division of Developmental Disabilities (for children 18 years of age and older). Referrals are made directly from state offices to those agencies providing respite services.

Medical Information

General Preparation for Visits to a Doctor*

1. Shop around for the right doctor. You may want to eliminate groups if you prefer to see one doctor all the time.

2. Contact the physician beforehand and explain the nature of your child's handicap and your concerns.

3. If necessary, meet with the doctor without the child to discuss procedures, share behavioral information and medical information when appropriate. (Example: A dentist who will need to use sedation for a hyperactive child may want to contact your pediatrician or neurologist to discuss alternatives.)

4. Prepare your child, regardless of his or her limitations, by talking about the visit, showing pictures, practicing procedures. (e.g., fingers in the mouth, tracking a light, listening with headphones, etc.)

5. If you anticipate a problem, bring someone with you as an extra pair of hands or for support.

6. Schedule appointments with your child's friends or siblings.

7. Extra appointments may be necessary just to get your child used to the office.

8. Bring a familiar object for your child. Sometimes this provides added security.

9. Make the appointment for a time of day which is the least busy in case the child is extraordinarily disruptive.

10. If your child has been to another doctor previously, have records handy so he or she will not have to go through extra examinations.

11. If medication is used, discuss dosage, side effects/after effects of medication, and approximate time for medication to wear off.

12. Come prepared with written questions.

When parents plan a visit to a neurologist, they should be prepared to provide information on the following:

1. History of gestation and delivery;
2. History of early physical and emotional development;
3. Preschool development;
4. School history;
5. Past history of medical problems;
6. History of neurologic difficulties;
7. Family history;
8. Any school related information (bringing graphs of behaviors has helped in some cases);
9. Information of behavior problems in the home (with data or graphs if possible).

**Suggestions adopted from the Medical Professional Packet supplied by the Douglas Developmental Disabilities Center, New Brunswick, NJ.*

Diagnostic Centers – Child Evaluation Centers

The Bancroft Evaluation & Treatment Center
The Bancroft School
Hopkins Lane
Haddonfield, NJ 08033
(609) 429-0010

Cooper Medical Center
1 Cooper Plaza
Camden, NJ 08103
(609) 342-2000

Hunderton Medical Center
Rt. 31
Flemington, NJ 08822
(201) 782-2121

Jersey Shore Medical Center
1945 Corlies Ave.
Neptune, NJ 07753
(201) 775-5500

John F. Kennedy Medical Center
Pediatric Rehabilitation Dept.
2050 Oak Tree Dr.
Edison, NJ 08820
(201) 548-7610

Laurie Institute
Middlesex General-University Hospital
180 Somerset St.
New Brunswick, NJ 08901
(201) 937-8758

Monmouth Medical Center
300 2nd Avenue
Long Branch, NJ 07740
(201) 222-5200

Our Lady of Lourdes Medical Center
Child Development Center
1600 Haddon Ave.
Camden, NJ 08103
(609) 757-3947

United Hospital
15 S. 9th Street
Newark,NJ 07107
(201) 268-8000

Medical Professionals

A list of medical professionals, by specialty, is available through the Autism Outreach Project. This list was compiled by surveying agencies and parents throughout New Jersey. If you need assistance in locating a medical professional who has experience treating handicapped individuals, call the Autism Outreach Project (see page 16).

SSI/MEDICAID

The Supplemental Security Income (SSI) Program

The Supplemental Security Income (SSI) Program provides financial assistance to many eligible individuals with a developmental disability. Applications for SSI should be made at your local Social Security Administration Office. To determine eligibility, Social Security will need a social security number; birth certificate or proof of age; medical records, including a physician's report describing the disability; pay stubs, rent receipts and bankbook. Social Security consideration for SSI is apt to take as long as three months. If the application is turned down, an appeal can be made with the office asking for a reconsideration of eligibility. Social Security will schedule a conference with 10 days advance notification to review your application. This process may take another three months. If the application is again turned down, a second appeal may be made within 30 days, requesting a new hearing, detailing why the decision is considered wrong, and including any new information or documentary evidence. A hearing examiner, or administrative law judge, will preside at the second hearing, review the case and make a decision. A third appeal, again within 30 days, can be made to the Appeals Council, Bureau of Hearings and Appeals SSA, P.O. Box 2518, Washington, D. C. 20013. A final appeal, if needed, can be made in court.

If an autistic child is mentally retarded (and most of them are), it may be easier to get SSI by listing mental retardation as the disability. If the child is not retarded, you will need to provide the following information:

- A letter from the psychologist or psychiatrist stating what the child can and can't do. To be classified as developmentally disabled, a child must have difficulties in at least three of seven areas: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and capacity for self-sufficiency.
- Reports from a psychiatrist or psychologist describing daily activities and behavior. These must show that the child is unable to do many of the things other children the same age can do, is not interested in the same activities as other children, has difficulty taking care of himself, and acts as if he has trouble understanding other people.
- Reports from a psychiatrist or psychologist, and a person who has daily contact with the child, detailing such symptoms as whether the child keeps to himself, doesn't look at people, doesn't like to be cuddled or touched, doesn't play with toys or plays in strange ways, is afraid or angry if things around him are changed, has autistic mannerisms like walking on his toes or flapping his hands and arms, or tries to hurt himself.

Additional information on SSI in New Jersey can be obtained by calling (609) 633-6000 or your local Social Security District Office.

Medicaid

Medicaid may also provide medical services to those individuals who receive SSI. Though every state has its own provisions and requirements, Medicaid may pay for doctor's visits, X-rays, hospital care and nursing home care for those over 21, as well as transportation and family planning services. Additional information on Medicaid in New Jersey can be obtained by calling (609) 292-7633 or your local Medicaid Office.

Taken from "How They Grow: A Handbook for Parents of Young Children with Autism," 1980.

RIGHTS/LAWS

Your Rights in Brief*

If you think your child is handicapped, you have:

- The right to have your child fully tested by your school district, at no cost to you.
- The right to see the results of this testing and all other records about your child.
- The right to have your school district consider the reports of people outside the district who have tested your child.
- The right to a written notice of the district's decision about your child's handicap and the reasons for the decision.

If your child is handicapped, you have:

- The right to a free appropriate public education for your child.
- The right to have your child educated in a setting which is as "normal" as possible.
- The right to have an Individualized Education Program (IEP) written for your child.
- The right to participate in the conference where the IEP is written.
- The right to have your child's IEP updated at least once a year.
- The right to have your child re-tested by your school district at least every three years.

If you disagree with your school district, you have:

- The right to be fully informed about the reason for the school district's decision.
- The right to have your child tested by someone outside the school district, at no cost to you.
- The right to a review of your disagreement by your district superintendent or a state Department of Education official.
- The right to a formal hearing and a decision by an independent hearing officer.
- The right to appeal the hearing officer's decision to the Commissioner of Education, the State Board of Education, and the courts.

**Taken From: Special Rights for Special Children, A Manual for Parents of Handicapped Children in New Jersey, Education Law Center, Inc., 1979.*

Major Laws Assuring the Rights of Individuals with Developmental Disabilities*

1. The Developmental Disabilities Assistance and Bill of Rights Act, which states that:
   - Persons with developmental disabilities have a right to appropriate treatment for their disabilities.
   - Treatment should be designed to maximize the developmental potential of the person.
   - The federal government and the state both have an obligation to assure that public funds are not provided to any residential program that does not meet certain stated standards.
   - Nonresidential programs must be appropriate to the persons served.

2. Title V, the Rehabilitation Act of 1973, which stipulates that:
   - All federal government agencies must take affirmative action to look for ways of employing and promoting disabled persons.
   - An Architectural and Transportation Barriers Compliance Board must be set up to ensure that disabled persons can enter and use federal government buildings and public transportation.
   - Private companies with federal government contracts must take affirmative action to employ and promote disabled persons.
   - A person cannot be refused benefits or services from any agencies, program or activity receiving federal money because of a disability, if the person is otherwise qualified for the benefit of service.

3. The Education for All Handicapped Children Act (P.L. 94-142), which guarantees that:
   - All children, regardless of handicap, are entitled to a free, appropriate education.
   - If a child is between the ages of three and 21 (or whatever the state allows) the local school district must give services directly or pay for services.
   - A handicapped child must be educated in the "least restrictive environment" in the same ways and in the same places as nonhandicapped students as much as possible.
   - The local school district must offer, without extra charge, appropriate support services to handicapped students such as transportation, speech therapy, counseling and learning aids.
   - Handicapped students must be able to enter and move about freely in school buildings and facilities such as libraries, stadiums and cafeterias.
   - Local school district staff must develop, with the participation of the parents, a written Individualized Education Program (IEP) for each handicapped child, listing the educational goals for the child and the services that will be provided to reach these goals.

**Taken From: Resources for Persons with Developmental Disabilities, 2nd Edition, New Jersey Developmental Disabilities Council.*

GUARDIANSHIP/ESTATE PLANNING

New Jersey's New Guardianship Law: How It Affects DDD Clients and Their Families

By: Linda J. Robinson & Herb Hinkle*

On April 12, 1985, Assembly Bill No. 617 was signed into law. This bill, sponsored by Assemblyman Deverin and Senator Dalton, substantially changed the procedures by which a guardian may be appointed for a client of the Division of Developmental Disabilities (DDD), formerly the Division of Mental Retardation. This new law offers parents of DDD clients a tangible benefit: free guardianship of their incompetent adult children. A discussion of the important features of this law follows.

How does the new guardianship procedure differ from the old one?

Under the old law, DDD evaluated its clients to determine whether they were competent to make decisions for themselves. If it found that a client was incompetent and the parents did not intend to go to court to obtain guardianship, DDD simply "assumed" guardianship by assigning one of its employees, known as a guardianship worker, to make decisions for the person.

The new law still requires DDD to evaluate clients to determine the need for guardianship. Now, however, if DDD believes a client is incompetent, it cannot simply "assume" guardianship; instead, it must ask the court to find the person incompetent and appoint a guardian. The court will assign the Public Advocate to represent the allegedly incompetent client. Based upon the evidence submitted by DDD and the report of the Public Advocate, the court will decide whether a guardian is needed and, if so, who the guardian should be.

Will the parents be notified when this happens?

Yes. DDD must inform the client's parents or other family members when it goes to court. It must also advise parents of their right to be considered for appointment as guardian and invite them to participate in the court proceeding. This relieves parents of the cost and burden of retaining an attorney to initiate a guardianship proceeding.

Who will be appointed guardian?

If the court finds a client incompetent, it must give preference to parents, other relatives, or a close friend for appointment as guardian. DDD will be made guardian only when no suitable relative or friend is available.

Must parents accept the appointment as guardian?

No. For a variety of reasons, parents may not wish to serve as guardian. For example, if they are elderly, they may wish to have a son or daughter, or some other younger person appointed. Similarly, if they are living out of state, they may want the guardian to be a New Jersey resident who can more readily visit the DDD client.

What is the role of the Public Advocate?

The Public Advocate will obtain an independent evaluation of the client's competency to make decisions. In addition, the Public Advocate will interview the allegedly incompetent person and the proposed guardian. Following this investigation, the Public Advocate will file a report with the Court stating whether it disputes either DDD's determination that a guardian is needed or who DDD recommends as guardian.

Will the family have to pay any fee in order to have a member appointed as guardian?

There is no charge to the family under the new procedure.

What will happen to clients who were under DDD guardianship before the new law was signed?

The new law requires that DDD evaluate each of the 6800 clients to whom it now provides guardianship services and begin the court procedures described above if it believes the client still needs a guardian. DDD will have 5 years to accomplish this. Each year DDD will submit approximately 1,300 of these cases to the courts for the appointment of a guardian.

DDD will give priority to those cases where there will be a change in the guardian. In order to determine cases where there will be a change, DDD is sending letters to families asking them to indicate whether a member is interested and available to serve as guardian.

What is the distinction between a guardian of the person and guardian of the property?

The law recognizes two distinct functions of guardians: to make decisions regarding the property of the ward (e.g., to sell stock or bonds in the incompetent person's name, to prevent waste, etc.), and to make decisions regarding the person (e.g., whether to authorize surgery or a blood transfusion). Usually both functions are given to the same person, but sometimes they aren't. When obtaining guardianship, make sure you obtain both.

What decisions can I make on behalf of my ward?

The kinds of decisions mentioned above. Also guardians can authorize special education and habilitation programs for their wards. They can remove the ward from a residential setting or place them in one, provided appropriate legal safeguards are observed. They cannot demand that a state agency keep a person in a program the agency feels is inappropriate. Neither can guardians consent to such extraordinary procedures as sterilization.

As guardian, can I delegate authority to make decisions to someone else in my absence?

Yes. The law permits parents of minor children and guardians of adults to execute a power of attorney delegating to another person for a period up to six months the power to make decisions regarding care, custody, or property. This is useful, if your son or daughter lives in a foster care situation, or when you go on vacation.

As a parent, can I appoint a guardian in my will?

Yes, but only if you already are guardian. If your child is under 18, the appointment will continue only until he reaches 18. If he is over 18 and you have obtained guardianship, the testamentary appointment will last indefinitely. Never appoint someone to serve as guardian unless you have obtained their consent. Also, change your will if they become unable or unwilling to serve.

**Linda Robinson is an attorney with the Public Advocate's Division of Advocacy for the Developmentally Disabled. She will direct the division's unit which is responsible for implementing A-617. Herb Hinkle is the Director of the Division of Advocacy for the Developmentally Disabled.*

Questions and Answers on Estate Planning*

By: Herb Hinkle, Director of the Division of Advocacy for the Developmentally Disabled

What is estate planning?

Simply, it is a process by which a parent seeks to guarantee that the maximum resources possible will be available to his handicapped son or daughter.

How large must an estate be before estate planning is necessary?

There are no limits; even when the estate is modest, planning is essential to ensure that assets are used wisely.

Paradoxically, because many essential governmental benefits are available only to financially needy mentally impaired people, a disabled person who inherits money might be worse off than someone who inherits nothing.

Supplemental Security Income (SSI) and Medicaid, for instance, are available only to people with virtually no assets. But a modest inheritance — say $10,000 — can make a person ineligible for such programs and yet be insufficient to compensate for the loss of those benefits.

There are legitimate ways to ensure that the handicapped person receives maximum benefit from the estate, without depriving him of important governmental benefits.

Do I need a will?

Yes. A will is the cornerstone of a successful estate plan. It is the only way to control the flow of assets from your estate after death.

Without a will, a parent's assets will pass along according to what is called intestate succession. Here is an illustration of that: suppose there is one remaining parent who dies leaving two sons. One son is a well-to-do physician who has no interest in the family. The other is a mentally handicapped man who lives in a state institution and has a lifelong need for care and supervision. The parent has an estate of $100,000 and when the parent dies, under intestate succession, each son will receive $50,000.

The planning, if there has been any at all, has left the disabled son inadequately provided for. Moreover, the $50,000 inheritance causes him to be no longer eligible for SSI and Medicaid. And if Medicaid had been funding his placement in an intermediate care facility, even that placement could be in jeopardy. He might, for example, be transferred to another residential unit where less treatment and activities are available. His personal needs allowance under SSI would cease.

Most probably, the state would start billing him for the cost of institutional care, now about $20,000 a year. The $50,000 legacy, under those circumstances, would last less than three years and, once again indigent, he would be eligible to return to an ICF facility should a vacancy exist.

The result is the complete exhaustion of assets that took a lifetime to accumulate, without the disabled son having received any meaningful benefits from them. In fact, he suffers as the result of receiving them.

It could be done differently.

Let us suppose the father secured the appointment of his nephew as guardian and trustee for the retarded son, and then left the nephew $2,000 for any expenses he might incur. Through the will, the father leaves $98,000 in trust for the handicapped son to cover those needs which are not met under any governmental or charitable programs.

The guardian and trustee is bound by law to use the money in accordance with the terms of the trust.

The money, therefore, could be available for additional clothing, recreation, programming and even vacations for the handicapped son. Prudently invested and managed, the trust could last a lifetime.

Should wills and other estate plans be reviewed regularly?

Certainly. Needs and circumstances change. For example, a young parent with two minor children, one of them severely handicapped, would want to protect them equally for a while. As the non-handicapped child matures, the need for protection lessens, while that of the disabled child could very well increase. An estate plan that remains unchanged would not address new conditions and circumstances.

Also, an ideal candidate to succeed parents as guardians can become a bad choice as time passes: people age or move away; relationships sour; accidents occur. Periodic review is strongly recommended.

*Taken from the Fall, 1982 Issue of *Progress*.

APPENDIX

New Jersey Departments and Agencies

DAY AND/OR RESIDENTIAL PROGRAM

Crew Labor and Production Project (CLAPP)
Division of Developmental Disabilities
Camp Meeting Ground
Burlington Ave. and Coopertown Rd.
Delanco, NJ 08075
(609) 461-3410

Division of Developmental Disabilities,
Central Office
N.J. Department of Human Services
Capital Place One
222 South Warren St.
Trenton, NJ 08625
(609) 292-3742

Division of Special Education
N.J. Department of Education
225 West State Street
CN 500
Trenton, NJ 08625
(609) 292-5814

Division of Youth and Family Services
Office of Statewide Operations
1 South Montgomery St.
Trenton, NJ 08625
(609) 292-0590

Division of Vocational Rehabilitation
N.J. Department of Labor
Labor Building
CN 398
Trenton, NJ 08625
(609) 292-5987

HEALTH CARE

Division of Medical Assistance and Health Services
N.J. Department of Human Services
324 East State St.
Trenton, NJ 08608
(609) 292-7633

Maternal and Child Health Program
N.J. Department of Health
120 S. Stockton St.
Trenton, NJ 08625
(609) 292-5616

Special Child Health Services
N.J. Department of Health
120 S. Stockton St.
Trenton, NJ 08625
(609) 292-5676

INCOME ASSISTANCE

Bureau of Rental Assistance
N.J. Department of Community Affairs
363 West State Street
CN 501
Trenton, NJ 08625
(609) 292-9440

The Division of Public Welfare
N.J. Department of Human Services
CN 716
Trenton, NJ 08625
(609) 633-6000

TRANSPORTATION

Office of Coordinated Transportation
N.J. Department of Transportation
1035 Parkway Ave.
Trenton, NJ 08625
(609) 984-0809

RECREATION

Office on Community Recreation for the Handicapped
N.J. Department of Community Affairs
363 West State St.
P.O. Box 2768
Trenton, NJ 08625
(609) 292-6243

ADVOCACY

Division of Advocacy for the Developmentally Disabled
N.J. Department of Public Advocacy
CN 800
Trenton, NJ 08625
(800) 792-8600

Office of Advocacy of Developmental Disabilities
Department of the Public Advocate
P.O. Box 141
Trenton, NJ 08625
(609) 292-9742

Consumer Groups and Professional Associations

Closer Look
1201 16th St., N.W.
Washington, DC 20005
(202) 882-7900

Family Resource Associates
35 Haddon Ave.
Shrewsbury, NJ 07701
(201) 747-5310

Metropolitan Parents for Citizens
with Autism (MPCA)
(201) 839-1499

National Coalition for Parent
Involvement in Education
300 North Washington St.
Alexandria, VA 22314

National Society for Children and
Adults with Autism (NSAC)
1234 Massachusetts Ave. NW
Washington, DC
(202) 783-0125

N.J. Council of Organizations and Schools
for Autistic Children and Adults (COSAC)
71 University Place
Princeton, NJ 08540
(609) 683-0140

N.J. Developmental Disabilities Council
108-110 N. Broad St.
CN 700
Trenton, NJ 08625
(609) 292-3745

N.J. Early Invervention Coalition
(201) 321-7740

N.J. Self-Help Clearinghouse
(800) 452-9790

N.J. Special Olympics
Bond House
Montclair State College
Montclair, NJ 07043
(201) 893-4456

N.J. State Society for Autistic Children
& Adults (NJSSAC)
71 University Place
Princeton, NJ 08540
(609) 683-0140
(See Page 16 For Local Chapter Listings)

Project CHILD FIND
(800) 322-8174

SCRIP (Statewide Computerized Referral
Information Program)
(800) 792-8858

Tournament of Champions
Box 381-A
Ely Harmony Road
Freehold, NJ 07728
(201) 462-7945

University Affiliated Facility (UAF)
University of Medicine and Denistry of N.J.
Rutgers Medical School
Trailer Three Box 101
Piscataway, NJ 08854
(201) 463-4447

Frequently Used Acronyms

COSAC . . . . . The New Jersey Council of Organizations and Schools for Autistic Children and Adults

DADD . . . . . Division of Advocacy for the Developmentally Disabled

DDD . . . . . Division of Developmental Disabilities

DRO . . . . . Differential Reinforcement of Other Behaviors

DVR . . . . . Division of Vocational Rehabilitation

DYFS . . . . . Division of Youth and Family Services

IEP . . . . . Individualized Education Plan

IHP . . . . . Individualized Habilitation Plan

ISP . . . . . Individualized Service Plan

IWRP . . . . . Individualized Written Rehabilitation Plan

NJSSAC . . . . . New Jersey State Society for Children and Adults with Autism

NSAC . . . . . National Society for Children and Adults with Autism

SCRIP . . . . . Statewide Computerized Referral Information Program

SIB . . . . . Self-Injurious Behavior

SSI . . . . . Supplemental Security Income

UAF . . . . . University Affiliated Facility

BRIEF READING LIST FOR PARENTS

Available From:

NSAC Bookstore
1234 Massachusetts Avenue, NW
Suite 1017
Washington, DC 20005
(202) 783-0125

3 *Autism: A Practical Guide For Parents and Professionals.* Paluszny. $10.00

27 *Autistic Children: A Guide For Parents.* Wing. $5.95

77 *Reaching The Autistic Child: Parent Training Program.* Kozloff. $11.95

#127 *Unraveling The Special Education Maze.* Cutler. $7.95

#128 *How They Grow: A Handbook For Parents Of Young Children With Autism.* NSAC. $4.00 (parents) $6.00 (professionals)

#130 *Teaching Developmentally Disabled Children: The Me Book.* Lovaas. $16.95

#141 *Helping Children With Autism Manage Their Behavior.* Dalrymple. $8.00

#147 *A New Look At Guardianship: Protective Services That Support Personalized Living.* Appolloni/Cooke. $24.95

#150 *Brothers And Sisters – A Special Part Of Exceptional Families.* Powell/Ogle. $16.95

R2 *Children Apart.* Wing. $1.00

BRIEF READING LIST FOR PROFESSIONALS

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Kozloff, M. A. (1973). *Reaching The Autistic Child*. Champaign: Research Press.

McClannahan, L. E., & Krantz, P. J. (1981). Accountability systems for protection of the rights of autistic children and youth. In G. T. Hannah, W. P. Christian, & H. B. Clark (Eds.), *Preservation Of Client Rights: A Handbook For Practitioners Providing Therapeutic, Educational And Rehabilitative Services*. New York: Free Press.

McClannahan, L. E., Krantz, P. J. (1985). Some next steps in rights protection for the developmentally disabled. *School Psychology Review, 14*, 143-149.

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Ritvo, E. R. (Ed.). (1976). *Autism: Diagnosis, Current Research, And Management*. New York: Spectrum Publications.

Rutter, M., & Schopler, E. (Eds.). (1978). *Autism: A Reappraisal Of Concepts And Treatment*. New York: Plenum Press.

Schopler, E., & Mesibov, G. B. (Eds.). (1983). *Autism In Adolescents And Adults*. New York: Plenum Publishing Corp.

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